

Attachment A - Enrollment Plan

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2023	
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												
1												
2												
3												
4												
5												
6	100		100		100		100		100		100	
7			100		100		100		100		100	
8					100		100		100		100	
9							100		100		100	
10									100		100	
11											100	
12											100	
Subtotals	100		200		300		400		500		700	
Totals	100		200		300		400		500		700	

Attachment B - Description, citations, or copies of data sources justifying Enrollment Plan

OFFICIAL ENROLLMENT COUNT SY 15-16

School	Regular Education														Special Education				Grand	Pre-K	
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K - 6	7 - 8	9 - 12	Total	Total	Sped	RegEd
Campbell-Kapolei																					
251 BARBERS POINT	70	61	86	72	86	81	0	0	0	0	0	0	0	456	40	0	0	40	496	8	0
252 CAMPBELL HI	0	0	0	0	0	0	0	0	0	774	785	654	570	2783	0	0	266	266	3049	0	0
254 EWA BEACH EL	119	67	100	109	108	114	104	0	0	0	0	0	0	721	56	0	0	56	777	16	0
253 EWA EL	149	100	158	167	160	157	139	0	0	0	0	0	0	1030	56	0	0	56	1086	15	0
296 EWA MAKAI MID	0	0	0	0	0	0	0	448	407	0	0	0	0	855	0	73	0	73	928	0	0
280 HOLOMUA	155	108	153	169	190	189	182	0	0	0	0	0	0	1146	85	0	0	85	1231	12	0
293 HOOKELE EL	105	52	83	63	95	34	0	0	0	0	0	0	0	432	21	0	0	21	453	7	0
279 ILIMA INT	0	0	0	0	0	0	0	430	350	0	0	0	0	780	0	93	0	93	873	0	0
256 IROQUOIS POINT	104	71	97	108	93	81	88	0	0	0	0	0	0	642	69	0	0	69	711	18	0
281 KAIMILOA	89	58	94	84	92	105	99	0	0	0	0	0	0	621	42	0	0	42	663	9	0
282 KAPOLEI EL	126	96	151	141	155	145	0	0	0	0	0	0	0	814	80	0	0	80	894	22	0
292 KAPOLEI HI	0	0	0	0	0	0	0	0	0	521	485	415	373	1794	0	0	244	244	2038	0	0
291 KAPOLEI MID	0	0	0	0	0	0	433	407	445	0	0	0	0	1285	44	109	0	153	1438	0	0
294 KEONEULA	129	95	151	123	110	116	142	0	0	0	0	0	0	866	60	0	0	60	926	10	0
259 MAKAKILO	66	64	84	96	90	84	0	0	0	0	0	0	0	484	33	0	0	33	517	13	0
286 MAUKA LANI	88	67	99	94	93	89	0	0	0	0	0	0	0	530	65	0	0	65	595	12	0
269 POHAKEA	69	56	97	80	87	78	84	0	0	0	0	0	0	551	31	0	0	31	582	4	0
Campbell-Kapolei	1269	895	1353	1306	1359	1273	1271	1285	1202	1295	1270	1069	943	15790	682	275	510	1467	17257	146	0

School	Regular Education														Special Education				Grand	Pre-K	
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K - 6	7 - 8	9 - 12	Total	Total	Sped	RegEd
Cambell Subcomplex																					
7 Elementary Schools																					
254 EWA BEACH EL	119	67	100	109	108	114	104	0	0	0	0	0	0	721	56	0	0	56	777	16	0
253 EWA EL	149	100	158	167	160	157	139	0	0	0	0	0	0	1030	56	0	0	56	1086	15	0
256 IROQUOIS POINT	104	71	97	108	93	81	88	0	0	0	0	0	0	642	69	0	0	69	711	18	0
280 HOLOMUA	155	108	153	169	190	189	182	0	0	0	0	0	0	1146	85	0	0	85	1231	12	0
281 KAIMILOA	89	58	94	84	92	105	99	0	0	0	0	0	0	621	42	0	0	42	663	9	0
294 KEONEULA	129	95	151	123	110	116	142	0	0	0	0	0	0	866	60	0	0	60	926	10	0
269 POHAKEA	69	56	97	80	87	78	84	0	0	0	0	0	0	551	31	0	0	31	582	4	0
2 Middle Schools																					
296 EWA MAKAI MID	0	0	0	0	0	0	0	448	407	0	0	0	0	855	0	73	0	73	928	0	0
279 ILIMA INT	0	0	0	0	0	0	0	430	350	0	0	0	0	780	0	93	0	93	873	0	0
1 High School																					
252 CAMPBELL HI	0	0	0	0	0	0	0	0	0	774	785	654	570	2783	0	0	266	266	3049	0	0
Campbell-Kapolei	814	555	850	840	840	840	838	878	757	774	785	654	570	9995	399	166	266	831	10826	84	0

^ DreamHouse Grades

^ DreamHouse Grades*

* Only 6th grade from the K-6 bucket

School Lunch Status by Complex Area for School Year 2015-2016--UPDATED

Complex Area	School code	School Name	Official Enrollment Aug 2014	Total # Certified	Total # Free	Total # Reduced	Total Lunch	Percentage
Campbell-Kapolei								
	281	KAIMILOA	650	237	107	107	451	69.38%
	269	POHAKEA	585	183	104	70	357	61.03%
	253	EWA EL	1143	391	162	130	683	59.76%
	286	MAUKA LANI	585	177	57	88	322	55.04%
	279	ILIMA INT	815	199	127	96	422	51.78%
	252	CAMPBELL HI	3024	559	476	416	1451	47.98%
	259	MAKAKILO	530	148	52	41	241	45.47%
	251	BARBERS POINT	605	176	44	47	267	44.13%
	291	KAPOLEI MID	1435	341	123	160	624	43.48%
	254	EWA BEACH EL	731	163	76	77	316	43.23%
	282	KAPOLEI EL	1086	251	102	98	451	41.53%
	256	IROQUOIS POINT	727	132	75	67	274	37.69%
	280	HOLOMUA	1264	248	98	103	449	35.52%
	296	EWA MAKAI MID	897	143	75	92	310	34.56%
	292	KAPOLEI HI	2024	352	151	119	622	30.73%
	294	KEONEULA	894	114	65	74	253	28.30%
	Total	Campbell-Kapolei	16995	3814	1894	1785	7493	44.09%

Nanakuli-Waianae								
	270	WAIANAE EL	628	438	84	46	568	90.45%
	261	NANAIKAPONO	855	572	119	61	752	87.95%
	262	NANAKULI EL	418	206	107	51	364	87.08%
	258	MAKAHA	582	370	58	57	485	83.33%
	257	MAILI	992	614	125	81	820	82.66%
	273	WAIANAE INT	884	486	125	77	688	77.83%
	271	LEIHOKU	906	429	150	108	687	75.83%
	263	NANAKULI HI & INT	1043	543	146	65	754	72.29%
	272	WAIANAE HI	1789	872	242	120	1234	68.98%
	Total	Nanakuli-Waianae	8097	4530	1156	666	6352	78.45%

Pearl City-Waipahu								
	274	WAIPAHU EL	1086	663	152	76	891	82.04%
	276	HONOWAI	730	280	118	86	484	66.30%
	250	AHRENS	1320	467	225	162	854	64.70%
	278	WAIPAHU INT	1281	381	239	173	793	61.90%
	265	PEARL CITY EL	472	156	62	50	268	56.78%
	277	WAIPAHU HI	2494	598	479	314	1391	55.77%
	268	LEHUA	266	57	49	34	140	52.63%
	288	WAIU	498	117	64	45	226	45.38%
	287	KALEIOPUU	896	197	106	83	386	43.08%
	260	MANANA	441	106	42	29	177	40.14%
	264	PALISADES	424	85	40	33	158	37.26%
	290	WAIKELE	606	111	62	52	225	37.13%
	283	KANOELANI	720	134	54	72	260	36.11%
	255	HIGHLANDS INT	906	164	74	83	321	35.43%
	266	PEARL CITY HI	1683	268	130	102	500	29.71%
	267	PC HIGHLANDS	469	73	44	22	139	29.64%
	285	MOMILANI	427	43	16	16	75	17.56%
	Total	Pearl City-Waipahu	14719	3900	1956	1432	7288	49.51%



Ewa Beach Elementary School

School Code: 254

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ewa Beach Elementary School
91-740 Papipi Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

A kindergarten through grade 6 school located on the southern Ewa Plains, Ewa Beach Elementary serves general education students, special education students (including preschool learning-impaired children, learning disabled, and medically fragile students), and English Language Learner (ELL) students. Our school opened its doors in 1959 and continues to grow in student population as well as physical structures. School year 2013-2014 was the last year as a Title I school, but EBES still continues to provide the Primary School Adjustment Program (PSAP) services, implement strategies of AVID (Advancement Via Individual Determination), provide Character Education, and utilize the newest and best teaching practices for our students.

Ewa Beach Elementary School was formerly known as an America's Choice School Design Model. Although not calling ourselves an America's Choice school, we still utilize many of its best practices, including the standards-based, data-driven, workshop model, and address the areas of English/Language Arts, Mathematics, and Science and Applied Learning. All teachers are generalists (teach all subject areas) focusing on the education of the whole child. Teachers will continue to be in Professional Learning Communities (PLC) and Learning Teams. We continue the practice of school-wide inclusion of special needs and ELL students in general education classes and provide Safety Nets/RTI – response to intervention (in-school and after-school tutoring) for students that may need additional assistance. Students have the opportunity to participate in activities such as 100th day celebration, JPO, Student Council, Spelling Bee, Talent Contest, Read Across America, Jump Rope for Heart, School Carnival, Purple Up Week, Community Parade, Chess Club, Complex Volleyball and Basketball Intramurals, and Track. Parents are also an important part of the education of their children and are welcomed to give feedback, attend parent workshops and volunteer in the classrooms and various school activities.

Our current school status based on Strive HI Performance Index is "Continuous Improvement". Although we did not hit the benchmark scores we had hoped to accomplish, we continue to have student growth and provide the best education for our children. We have been selected as a Hawaii Distinguished School in 2003, 2004, 2007, 2009, and 2010. Ewa Beach Elementary is one of three Hawaii Blue Ribbon Schools for 2009 and a National Blue Ribbon School for 2010. We continuously strive to meet the needs and ensure the success of each and every one of our students so that they are college and career ready.

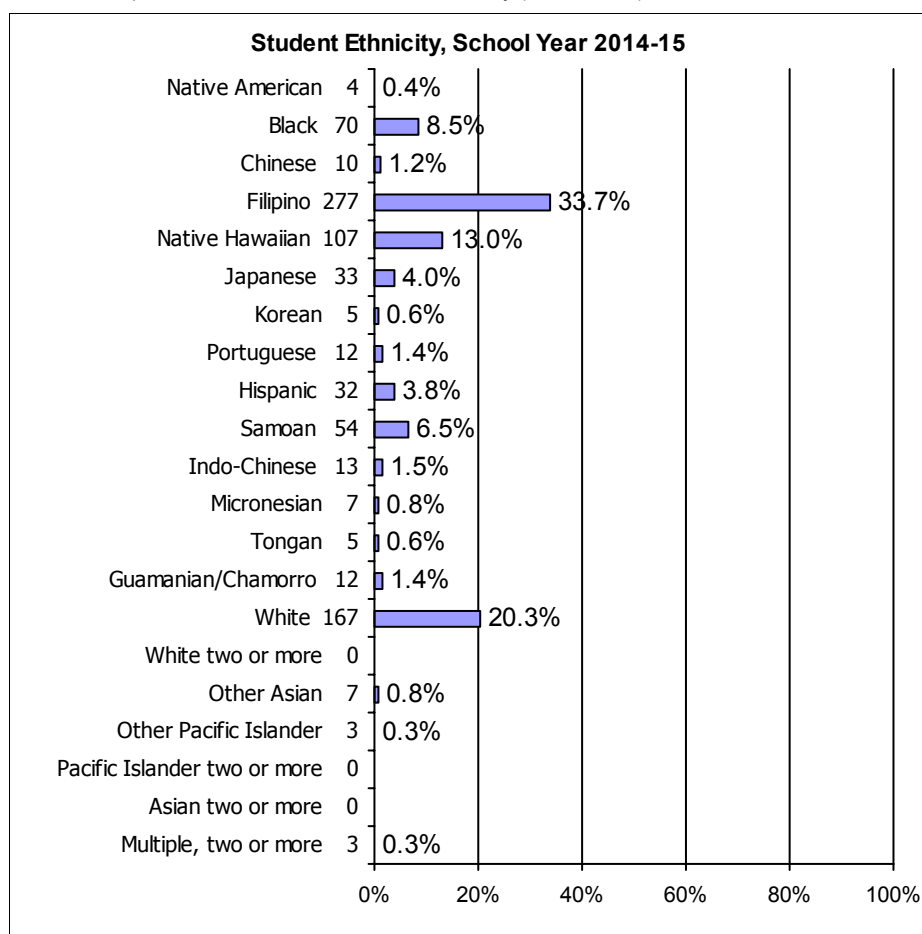
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	709	778	731	Number and percent of students in Special Education programs	59 8.3%	58 7.4%	53 7.2%
Number and percent of students enrolled for the entire school year	635 89.5%	701 90.1%	682 93.2%	Number and percent of students with limited English proficiency	50 7.0%	45 5.7%	37 5.0%
Number and percent of students receiving free or reduced-cost lunch	349 49.2%	350 44.9%	316 43.2%	Percent of Kindergartners who attended preschool	52%	46%	--

Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



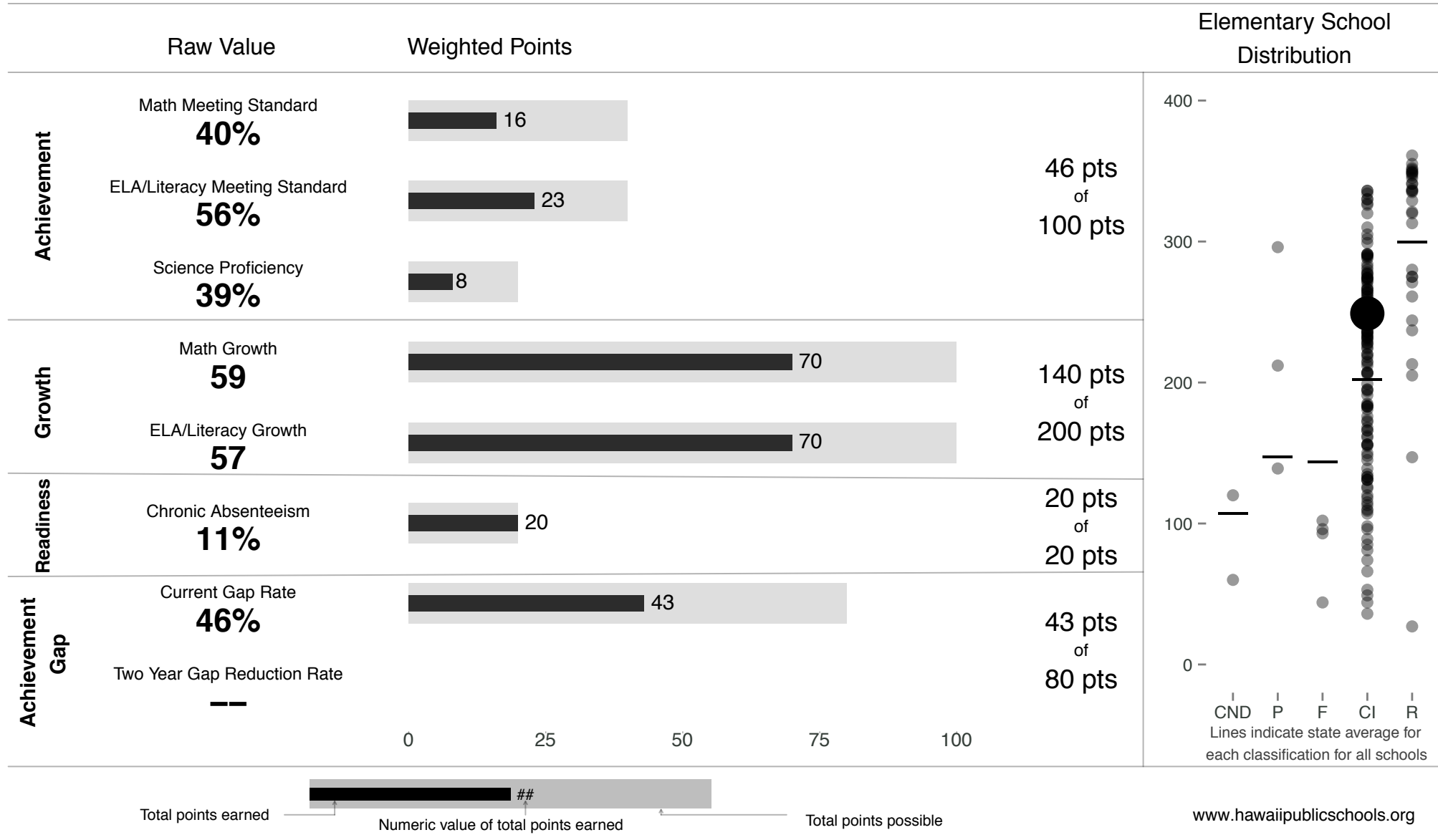
n = 821

Ewa Beach Elementary**249 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Ewa Elementary School

School Code: 253

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ewa Elementary School
91-1280 Renton Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ewa Elementary School traces its origin back to 1882, making us one of the oldest schools in the Leeward District. Many families are tied to our community through their previous employment by the sugar plantation. In 1890, Mr. James Campbell drilled into an artesian well, which led to the development of sugar lands in this vast area, which now encompasses Ewa, Kapolei and parts of Ewa Beach.

On February 12, 1944, our statue of Abraham Lincoln was unveiled as a gift to the Ewa School and the entire community through the generosity of Ms. Katherine McIntosh Burke, teacher and principal from 1919 to 1927. This year, we held our 71st Annual Lincoln Day Program that reflects his beliefs and values. We again look forward to celebrating the beliefs and values of Abraham Lincoln at our 72nd Annual Lincoln Day Program on February 12, 2016.

During School Year 2014-2015, our School Community Council continued to meet regularly and offered feedback/suggestions for school improvement purposes. We continued Grade Level Parent Meeting Nights, an initial suggestion from the parents and community members of our School Community Council, where classroom teachers share curriculum, instruction and assessment components of our school. At our Spring Showcase, student work was displayed in the Library as a way for parents to view the work of their child and the work that is done by other grade levels. All grade levels had an opportunity to perform at the Spring Showcase.

We also provided our students an opportunity to demonstrate their knowledge and skill through their participation in a variety of activities: Basketball, Volleyball, Constitution Day, Geography Bee, JPO, Jump Rope for Heart, Math Olympics, Open Markets, Pennies for Patients, Science Carnival, Special Olympics, Spelling Bee, Student Council, Library Club, and Track.

Through the support of our parents and families, we raised funds to provide three \$500 scholarships to former Ewa School students graduating from James Campbell High School. We also continued having our 6th Grade Class of 2009 Reunion Dinner where former students were reunited with faculty and staff members who worked with them when they were students at Ewa School.

We continue to concentrate resources on improving teacher knowledge and skill, which directly impacts the delivery of instruction to students and results in increased student achievement.

School Setting

Student Profile

School year

2012-13 2013-14 2014-15

Fall enrollment

1109	1131	1143
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Number and percent of students in Special Education programs

63	60	58
5.6%	5.3%	5.0%

Number and percent of students enrolled for the entire school year

1004	1045	1058
90.5%	92.3%	92.5%

Number and percent of students with limited English proficiency

77	61	45
6.9%	5.3%	3.9%

Number and percent of students receiving free or reduced-cost lunch

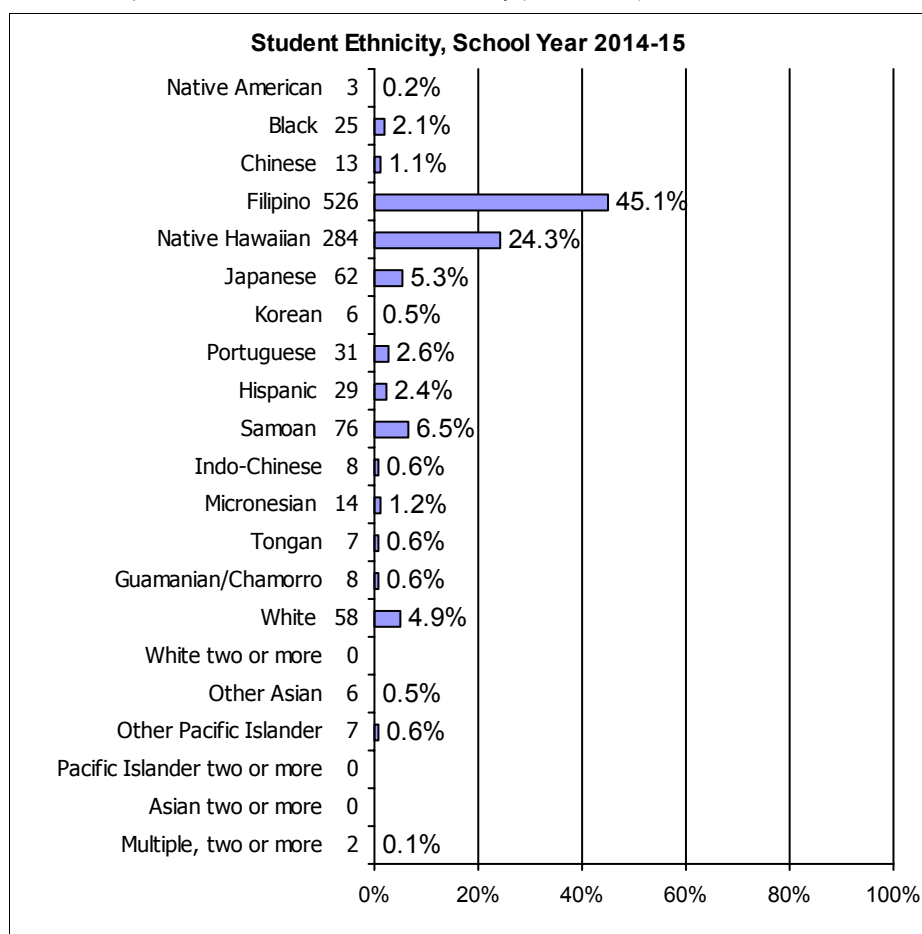
611	656	683
55.0%	58.0%	59.7%

Percent of Kindergartners who attended preschool

59%	49%	--
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Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).

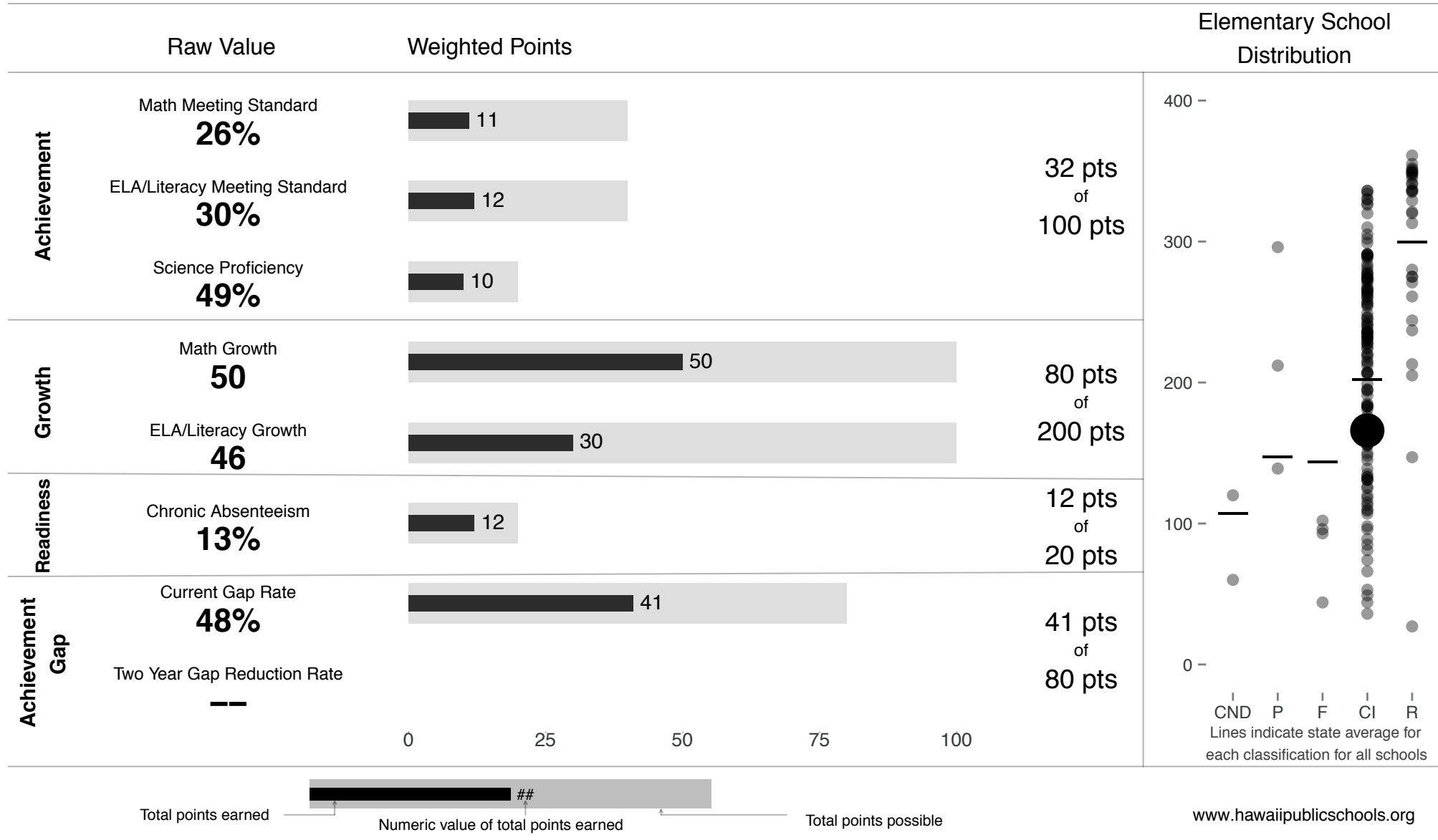


Ewa Elementary**166 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

DreamHouse | B - 8

Holomua Elementary School

School Code: 280

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Holomua Elementary School
91-1561 Keaunui Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Holomua Elementary School, home of the Voyagers, opened on August 2, 1996 as Leeward's first "high tech" school. Holomua was the first school designed on Oahu as a Year-Round Multi-Track School. We are one of the largest elementary schools in the state with an enrollment of over 1400 students. The school community includes residents from West Loch Estates, West Loch Fairways and Ewa Gentry East.

Our staff has made a commitment to provide a positive environment for learning so all students will reach their potential in academic and personal growth. Our curriculum is grounded within Art Costa's Levels of Questioning, which teaches students to problem solve through higher level thinking skills.

Our students in grades 3-6 utilize the Achieve 3000 program to support reading comprehension while students in kindergarten through grade two use Imagine Learning to address foundational literacy skills. Students in grades 4-6 incorporate the Advancement Via Individual Determination (AVID), which is a college readiness system that will provide them the skills to succeed in life.

Our Holomua writing program is supported by the data team process which provides evidence that supports effective instructional strategies. Teachers use articulation time to analyze their writing data three times a year which assists in enhancing their instruction.

We will be introducing a new math curriculum, Stepping Stones (gr. K-5) and Go Math (gr. 6), to address the Common Core State Standards. Our teachers have created constructed response rubrics and a math curriculum guide for their grade level. Students also have the opportunity to utilize IXL, which is our math web-based supplemental program.

Technology is an integral part of our curriculum. We have three computer labs along with six computers in each classroom. Our teachers have access to utilizing two iPad labs and mobile smartboards to use in their classroom. Our vision is to use technology to support what students have learned.

We continue to build our parent partnerships through a number of activities such as our Ohana Fair, Pumpkin Carving Night, and parent workshops. Through fundraising efforts, we have purchased technological equipment and classroom supplies to support student learning.

Holomua has a School Community Council in place to ensure that all stakeholders, including community members, have input in the continuous improvement of Holomua Elementary school.

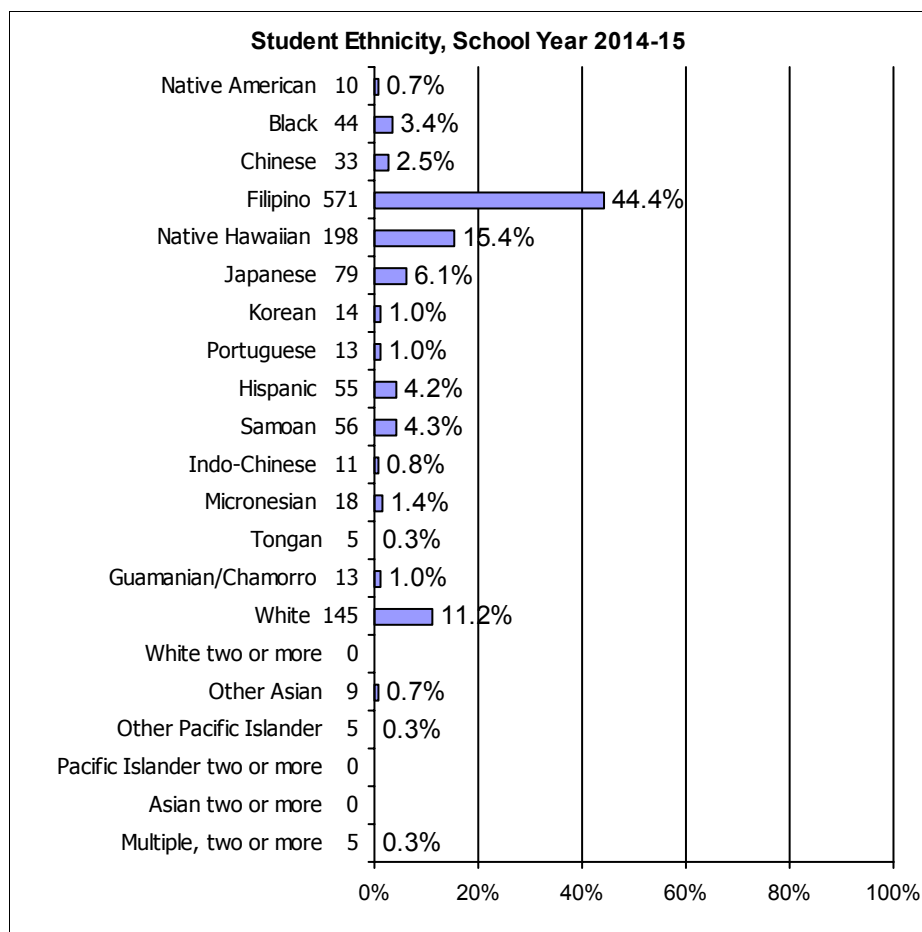
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	1383	1361	1264	Number and percent of students in Special Education programs	86 6.2%	87 6.3%	77 6.0%
Number and percent of students enrolled for the entire school year	1290 93.2%	1259 92.5%	1174 92.8%	Number and percent of students with limited English proficiency	78 5.6%	63 4.6%	44 3.4%
Number and percent of students receiving free or reduced-cost lunch	468 33.8%	474 34.8%	449 35.5%	Percent of Kindergartners who attended preschool	41%	53%	--

Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



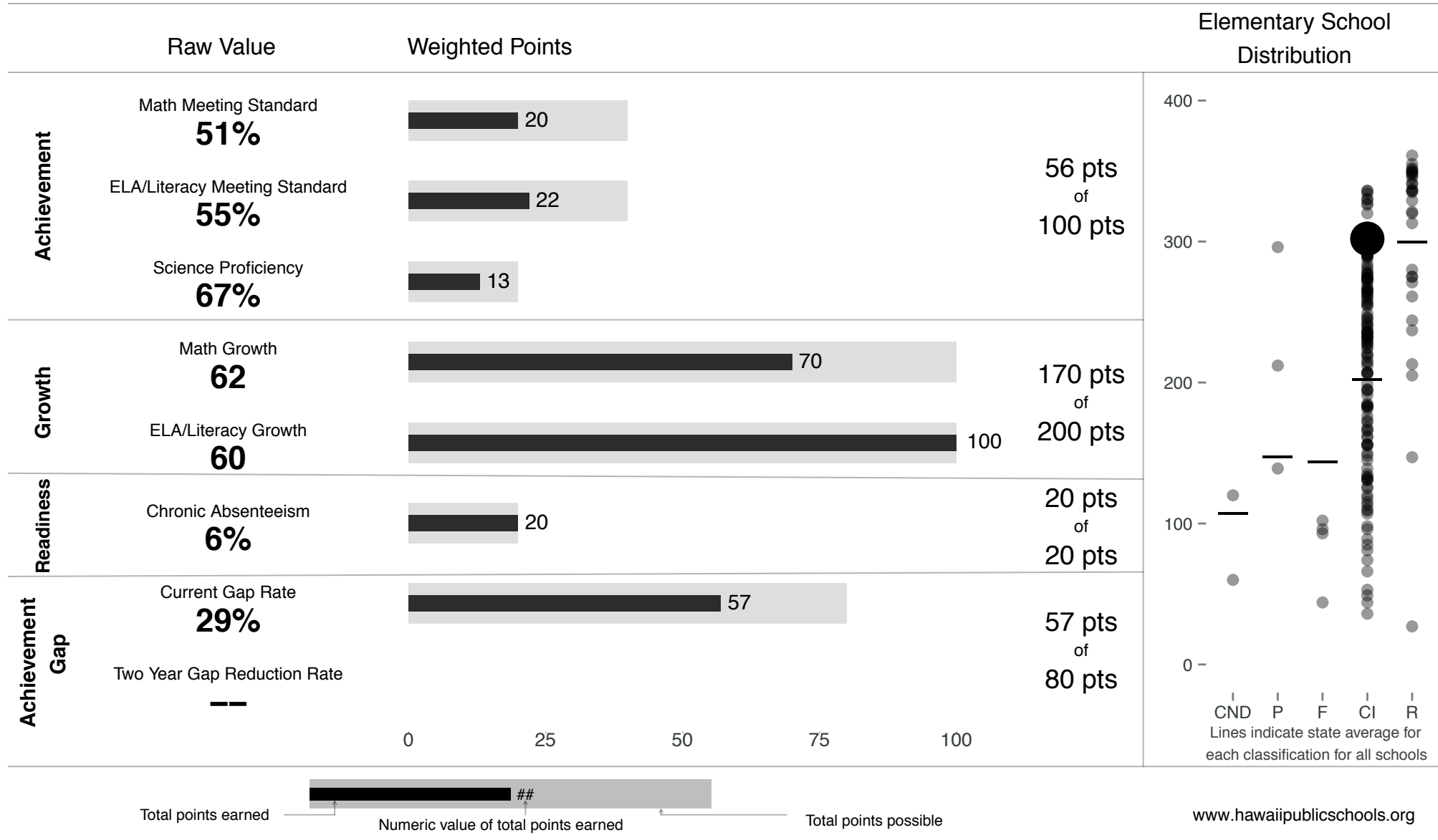
n = 1284

Holomua Elementary**302 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

DreamHouse | B - 11



Iroquois Point Elementary School

School Code: 256

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Iroquois Point Elementary School
5553 Cormorant Avenue
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Iroquois Point Elementary School (IPES) has been helping children discover the joy of learning since 1960. Located 2.5 miles from the Ewa Beach business district, we serve children and families living in Kapilina. Our student body is drawn from a combination of military and local families, which reflect the ethnic, cultural, and socioeconomic diversity of Hawai'i.

IPES became an authorized International Baccalaureate (IB) World School in April 2011. We offer the Primary Years Program of the International Baccalaureate Organization. We believe learning is best done when it is authentic, relevant to the "real" world, and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Following the IB framework helps to ensure that the learning is engaging, relevant, challenging and significant.

All grade levels address the Common Core State Standards within 6 transdisciplinary units throughout the course of the school year. Through this curriculum framework, we emphasize an inquiry-based approach to learning. In addition, we aim to nurture our students to become principled, open-minded, thinkers, balanced, caring, knowledgeable, communicators, risk-takers, reflective, and inquirers. These attributes are reflected in the IB Learner Profile that guides our character development program. Every classroom is equipped with computers and other technological devices. In addition, IPES has "state of the art" computer labs as well as mobile wireless labs.

Recognizing the importance of developing the whole child, IPES offers a variety of programs such as Spanish, music, band, and physical education. Athletic activities at our school are designed to teach fundamental concepts like teamwork and fair play. Our intramural activities include basketball, track, and volleyball.

Because of our strong belief in building partnerships between the school and homes, IPES provides many opportunities for families to gather in the celebration of and support for learning. Activities and meetings are held regularly throughout the year to keep our parents and community informed and involved in our school.

Our school encourages voluntarism and involves parents, teachers, community, and administrators in decision-making through the School Community Council. Our Parent Community Networking Coordinator (PCNC) serves as a liaison between home and school, providing opportunities for families to be engaged in their children's education. Our Transition Center is available to aid all incoming families with a variety of assistance and information. Our dedicated Ohana (Parent Teacher Organization) provides another venue for parent support and advocacy. Our Ohana is extremely active and supportive of school improvement efforts and promoting excellence in all areas.

School Setting

Student Profile

School year
2012-13 2013-14 2014-15

Fall enrollment

762	758	727
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Number and percent of students in Special Education programs

2012-13 2013-14 2014-15

69	69	71
9.0%	9.1%	9.7%

Number and percent of students enrolled for the entire school year

619	582	550
81.2%	76.7%	75.6%

Number and percent of students with limited English proficiency

17	25	24
2.2%	3.2%	3.3%

Number and percent of students receiving free or reduced-cost lunch

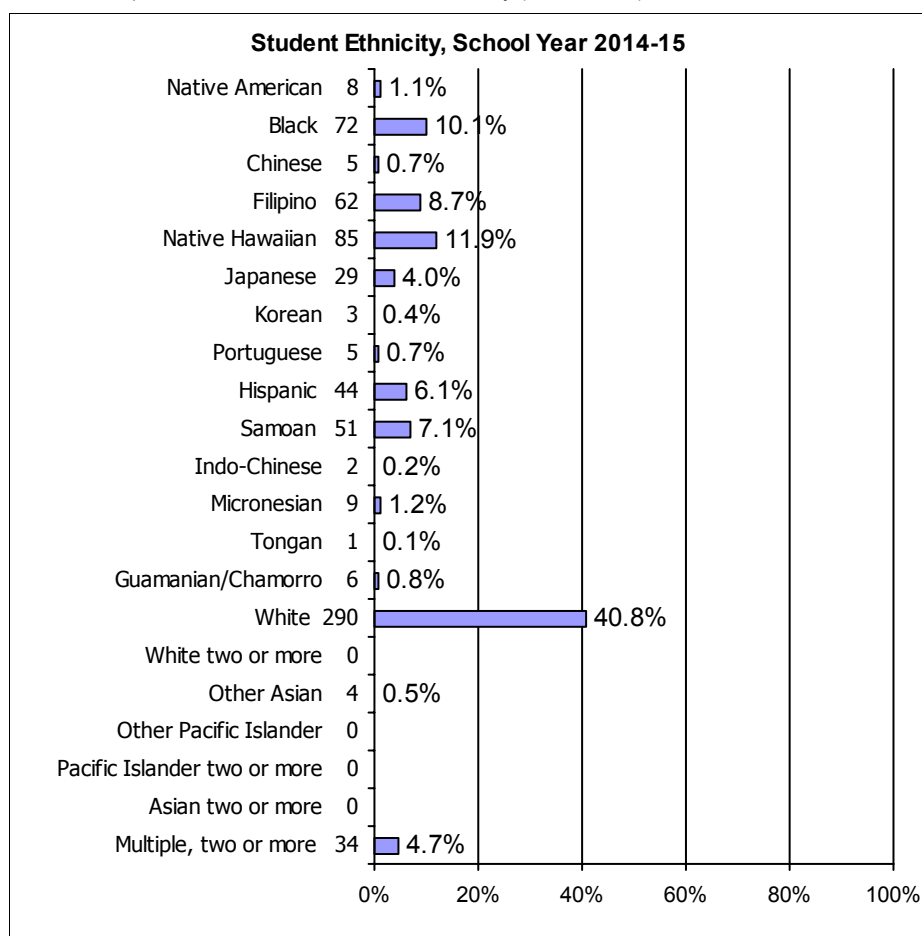
316	301	274
41.4%	39.7%	37.6%

Percent of Kindergartners who attended preschool

55%	53%	--
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Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



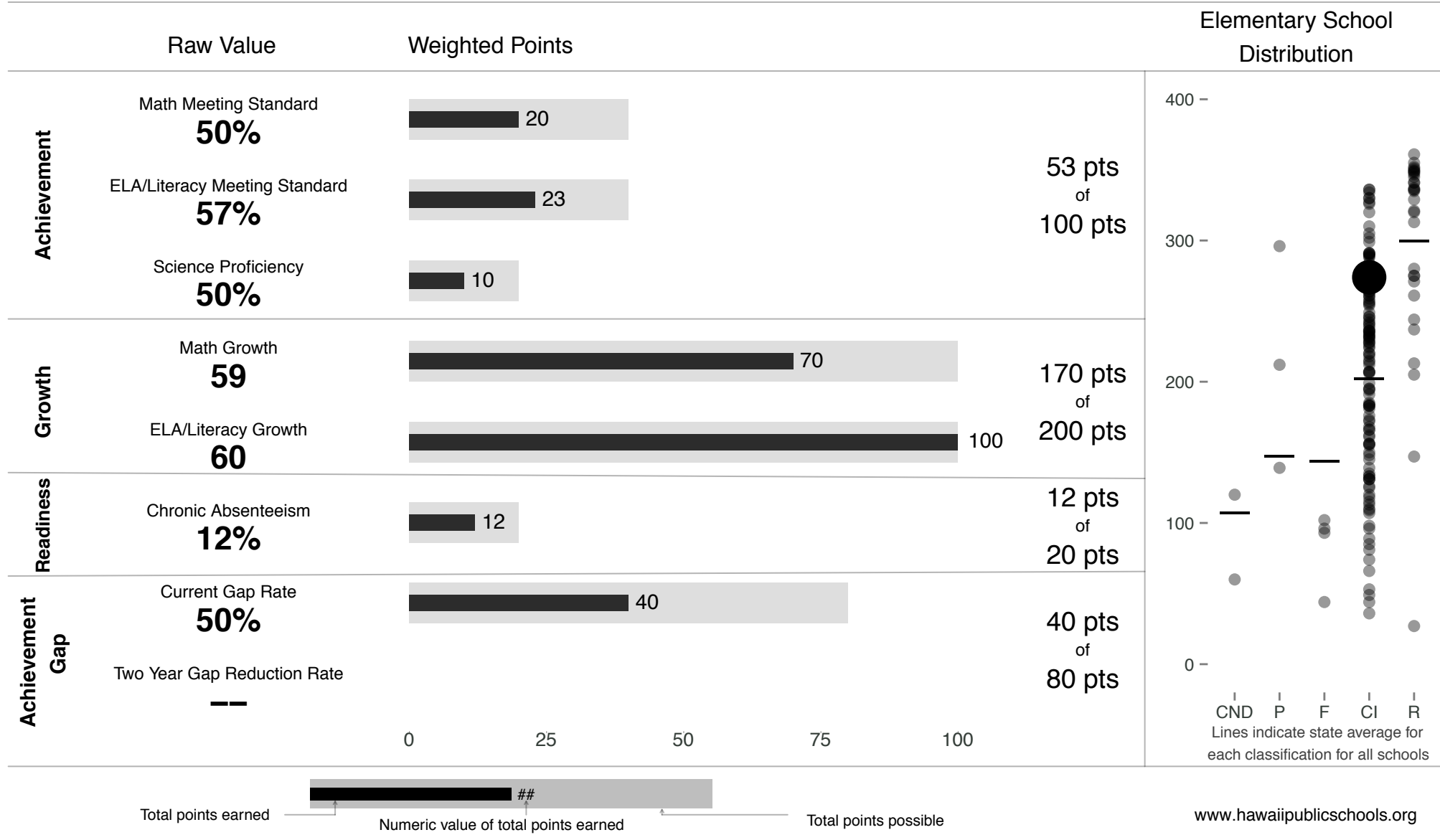
n = 710

Iroquois Point Elementary**274 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Kaimiloa Elementary School

School Code: 281

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Kaimiloa Elementary School
91-1028 Kaunolu Street
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Kaimiloa Elementary School, located in Ewa Beach, opened its doors to the community in 1972. Situated in a rural community, the school has an enrollment of 650 students and services Grades K-6 students.

Kaimiloa is committed to providing teachers high quality professional development and curriculum/technical support. Kaimiloa is a Visible Learning School, based on the research and work of John Hattie, and promotes a school culture that has all students actively engaged in their own learning process. The questions Kaimiloa learners ask themselves are "Where am I going? How am I doing? Where to next?" Students as well as adult learners ask these questions of themselves throughout their individual learning process.

PLCs focus on developing teachers' understanding of content standards, developing highly effective teaching strategies, designing common assessments, and analyzing in-depth student work to inform next steps. The focus for the 2015 – 2016 school year will be to continue learning as well as monitoring progress on the following strands in Visible Learning, Visible Learners, Inspired and Passionate Teaching, Feedback and Know thy Impact.

Fundamental to everything the school is working on is based on the "practice" of teaching. All teachers will continue this school year with Visible Learning professional development and will participate in a series of Visible Learning impact cycle processes with their colleagues. This process begins with a teacher gathering evidence on students' learning needs and, of equal importance, asking the second question, which is "What are my learning needs in relation to these student needs?" The mind frame that a teacher's belief and commitments are the greatest influences on student achievement is the basis of John Hattie's work. At Kaimiloa, we believe every teacher can be inspired and passionate, a key attribute to creating visible learners of all our students.

Teachers practice self-reflection and set goals for improving their teaching strategies during regular coaching and mentoring sessions and through impact cycles. Support in the way of coaching and professional development will align with the Danielson Framework and other components in the Educational Effectiveness System.

Kaimiloa believes in the development of the whole child and provides a variety of opportunities for students to participate in, such as Yearbook, Track, Basketball and Technology Classes offered during after-school Cougar Academies. Safety Net Programs are provided for students needing extra assistance in academics. Strong academic emphasis during the school day and a variety of extra-curricular activities held after school is a priority at Kaimiloa.

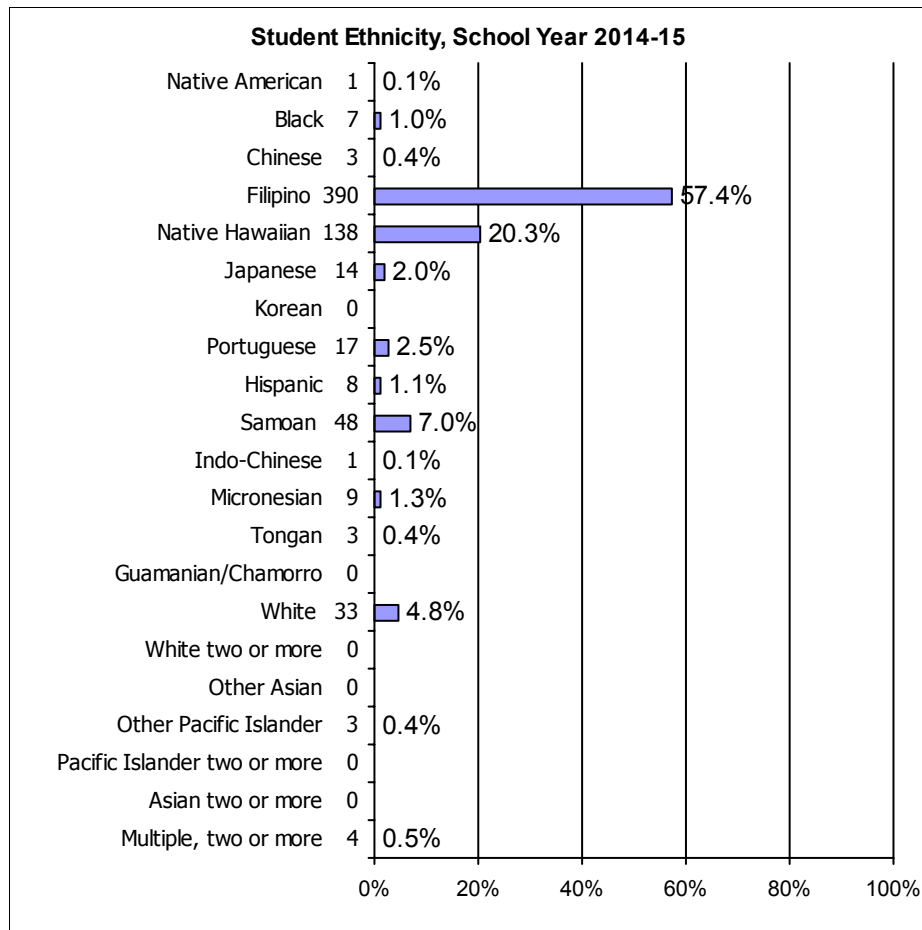
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	657	690	650	Number and percent of students in Special Education programs	54 8.2%	63 9.1%	47 7.2%
Number and percent of students enrolled for the entire school year	630 95.8%	646 93.6%	612 94.1%	Number and percent of students with limited English proficiency	102 15.5%	85 12.3%	84 12.9%
Number and percent of students receiving free or reduced-cost lunch	445 67.7%	484 70.1%	451 69.3%	Percent of Kindergartners who attended preschool	34%	33%	--

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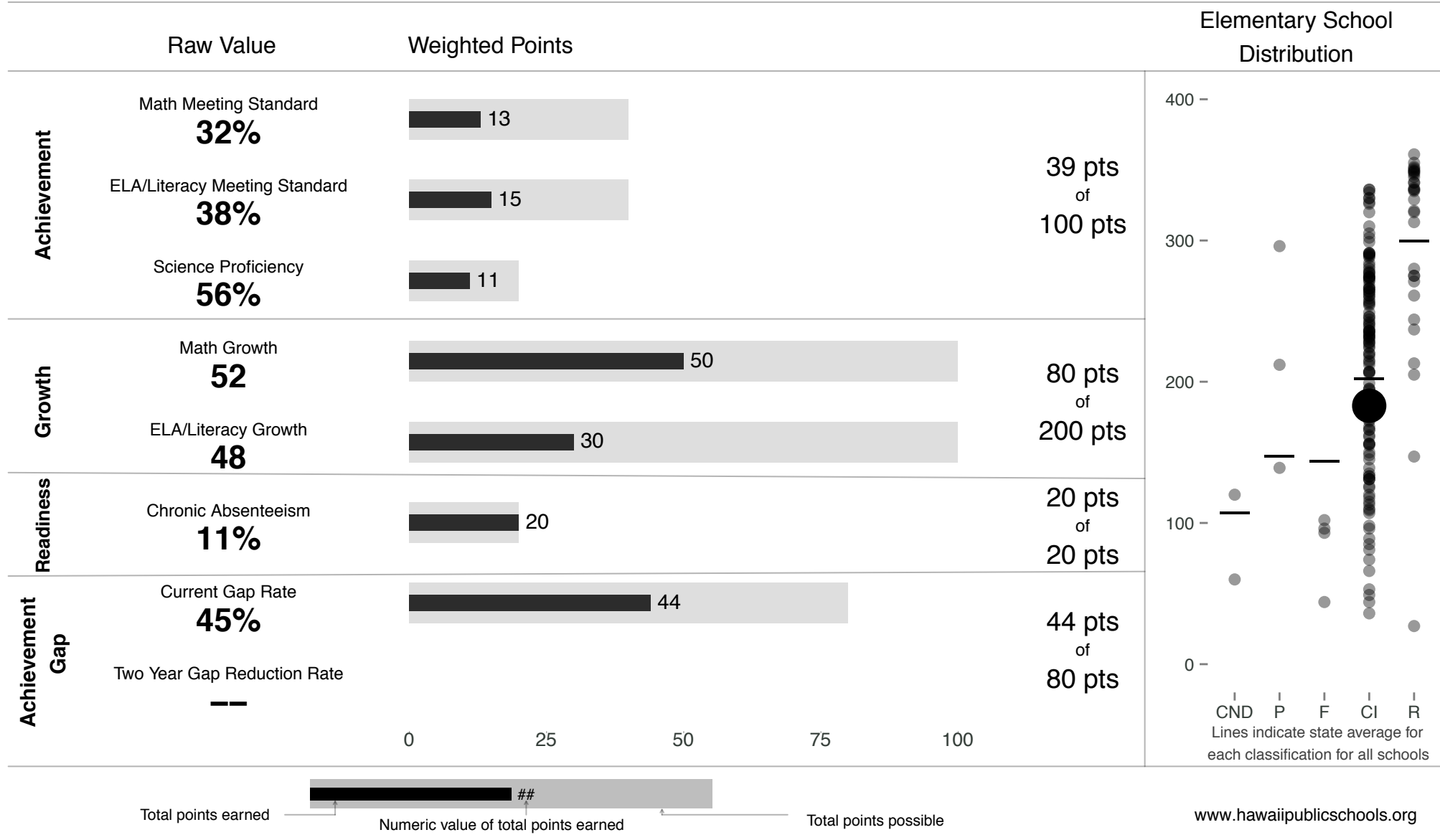
n = 679

Kaimiloa Elementary**183 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Focus



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Keoneula Elementary School

School Code: 294

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Keoneula Elementary School
91-970 Kaileolea Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

KES is located in the Ocean Pointe Subdivision on a 12-acre lot donated by HASEKO, Inc. Students reside in designated areas of Ocean Pointe and Ewa by Gentry. HASEKO, Inc, Ewa Beach, has been our business/community partner since we opened in Fall 2006.

Due to the continuous growth of our school, we will total 11 portables for our campus. KES is fully air conditioned. Permanent classrooms have a break-out room which houses computers. The school has two Art/Science Centers, a technology lab, high-ceilinged library, a Student Support Center and a functioning sundial at the center of campus. KES received playground equipment in the summer of 2011. Both lower-grade and upper-grade students enjoy both equipment structures.

Projected enrollment for SY 2015-16 for Pre-School through Grade 6 is 923, although I personally predict an enrollment closer to 1,000. KES incorporates a school-wide Inclusion program for SpEd and ELL students. The new Wonders and Springboard reading program were implemented in SY 2014-15. The Stepping Stones and Go Math! Programs will be implemented in SY 2015-2016. The Full Option Science System (FOSS) is used at our school. KES submitted our application to the International Baccalaureate Organization (IBO) to become an official IB-PYP Authorized World School. We hope to be authorized by summer 2015. A survey conducted in SY 2012-13 indicated preference for the Japanese language; two tutors have been hired to provide instruction for students Kindergarten through grade 6.

We are in our third year of implementing the Advancement Via Individual Determination (AVID) Program for grades 4, 5 and 6. Achieve 3000, an online language arts program is in its 4th year of implementation. Grades 3, 4, 5 and 6 utilize this program.

The Common Core State Standards (CCSS) are implemented in kindergarten through grade 6 in Reading and Mathematics.

As part of the Educator Effectiveness System (EES), the Danielson Framework teacher evaluation will continue to be implemented; Core Professionalism, the Working Portfolio, the Hawaii Growth Percentile, along with the Tripod Survey will continue to be incorporated to improve/strengthen student and teacher performance. Student Learning Objectives (SLOs) will continue in SY 2015-16. The CESSA, Comprehensive Evaluation System for School Leadership, will be utilized to assess leadership personnel, principal and vice principals.

Parent Involvement at KES continues to grow. We have Parent Workshops quarterly. These workshops cover Language Arts, Science, Mathematics, and Safety and Welfare. We have continue to have bi-monthly Parent Coffee Hours to "talk story" with our parents. Parents readily volunteer to support the school during Book Fairs, Family Fun Fair, Flu Clinic, Picture-Taking, Field Day, and making the student Portfolios for each classroom.

We believe in current best practices to promote high student achievement. For this reason, regularly scheduled teacher training takes place in the school's Professional Learner Center; these sessions are called Teacher Study Group time, or TSG.

School Setting

Student Profile

School year
2012-13 2013-14 2014-15

Fall enrollment

841	917	894
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Number and percent of students in Special Education programs

2012-13 2013-14 2014-15

44	49	54
5.2%	5.3%	6.0%

Number and percent of students enrolled for the entire school year

785	811	811
93.3%	88.4%	90.7%

Number and percent of students with limited English proficiency

27	28	25
3.2%	3.0%	2.7%

Number and percent of students receiving free or reduced-cost lunch

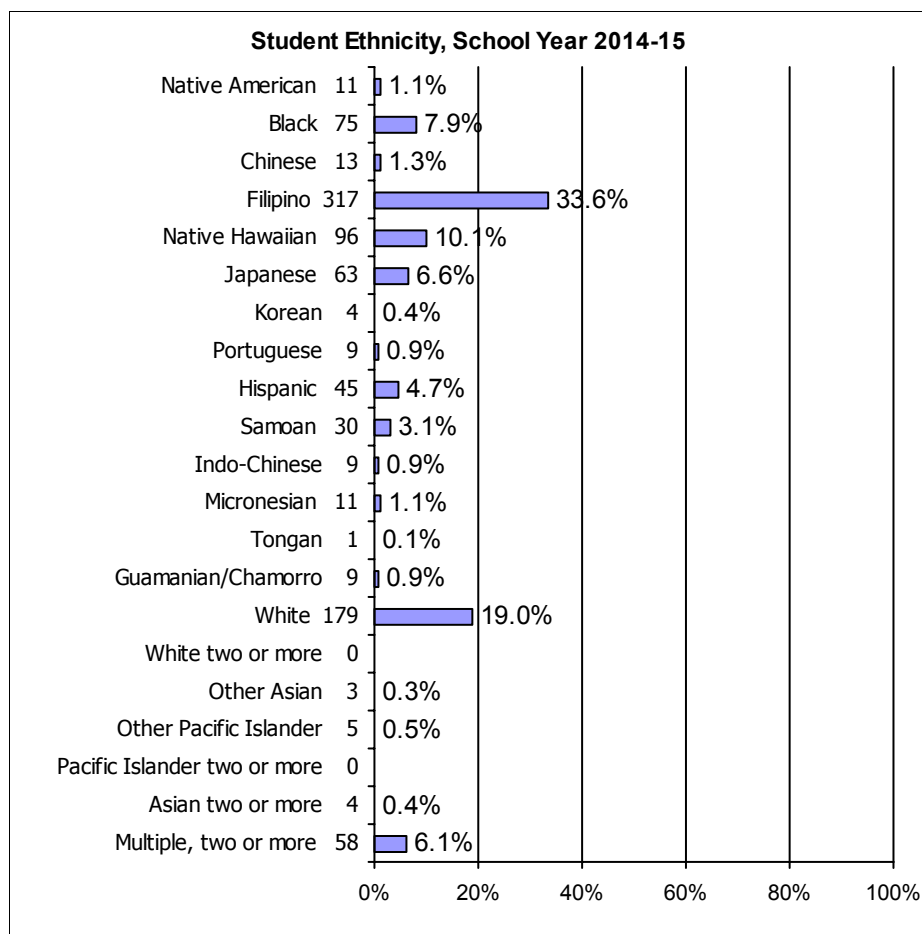
239	240	253
28.4%	26.1%	28.2%

Percent of Kindergartners who attended preschool

61%	62%	--
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Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).

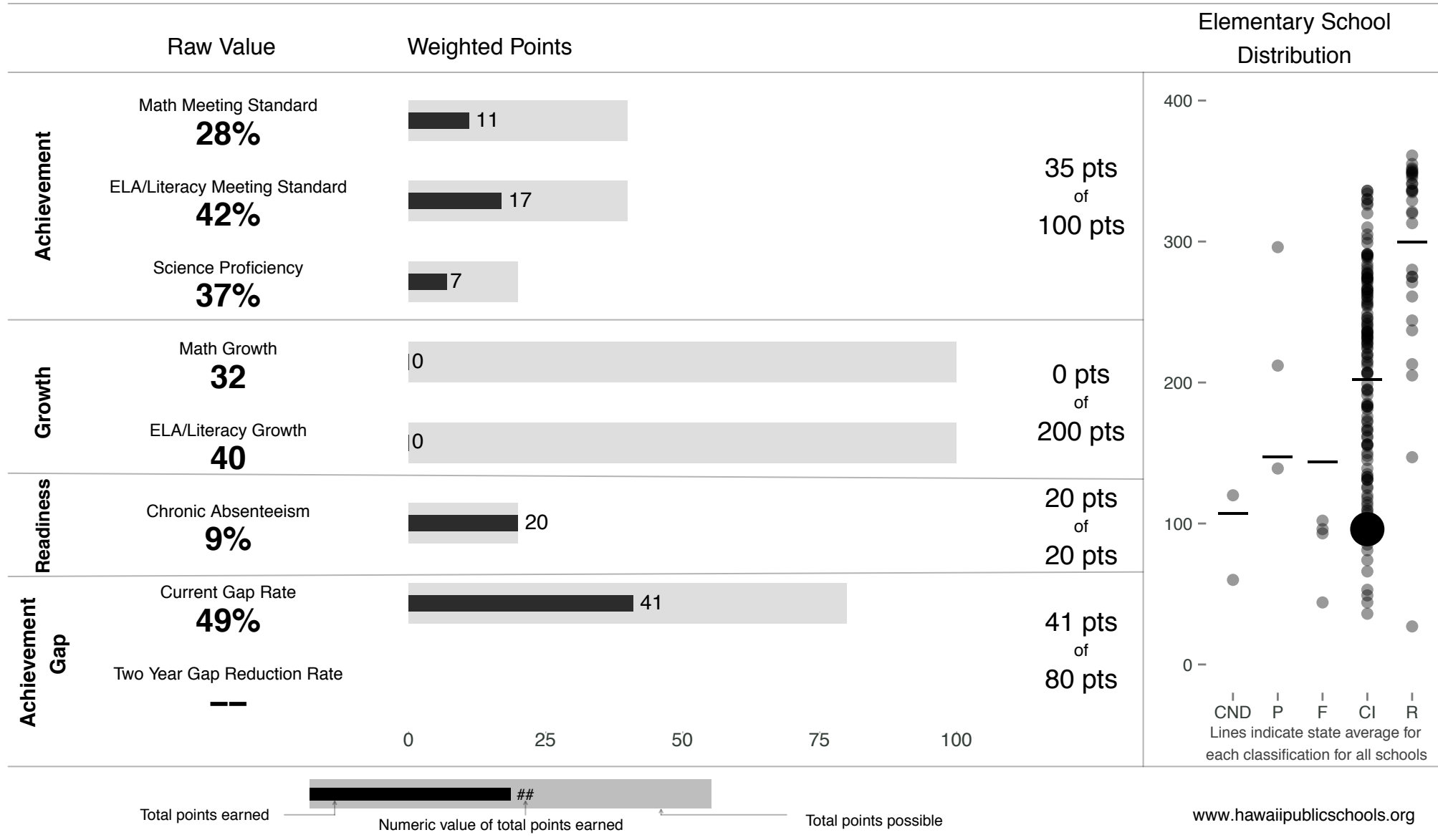


Keoneula Elementary**96 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

DreamHouse | B - 20



Pohakea Elementary School

School Code: 269

Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Pohakea Elementary School
91-750 Fort Weaver Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Founded in 1962, Pohakea Elementary School began on the James Campbell High School (JCHS) campus. The current campus was opened in 1965. The school was officially dedicated on April 2, 1974. Pohakea is one of seven elementary schools in the Campbell Complex in Leeward District. The name "Pohakea", comes from two Hawaiian words: "Poha" meaning "to give forth" and "Kea" meaning "light". Pohakea is located on Fort Weaver Road in Ewa Beach, adjacent to Ilima Intermediate and JCHS.

Professional development for the faculty is key to assure every teacher is an effective educator. Through their dedication and hard work, they deliver quality standards-based instruction to all our students. The Common Core State Standards (CCSS) is designed to prepare our 21st century students to be college and career ready. To support this outcome, we expect every student to show significant gains and have opportunity to reach academic proficiency in the core content areas. A system is in place for teacher teams to collaborate regularly to engage in critical professional conversations that focus on improving teaching and learning in every classroom for every student.

Pohakea transitioned to Common Core State Standards (CCSS) curriculum Wonders Reading program for grades K-5 and SpringBoard for grade 6. For Math CCSS, Stepping Stones has been implemented for grades K-5 and GO Math for grade 6. To ensure our students are college and career ready, we continue to refine the development and implementation of these new curricula and continue to engage students in meaningful integration of reading, writing and math through science/STEM and social studies content areas.

In addressing the "whole" child, in body, mind, and spirit, Pohakea provides extra-curricular opportunities for our students to engage in other areas, such as physical education, fine arts, computer skills, etc. each week. *ASPIRE* is our after-school program supported by school funds that provides students extra support in reading and math and offers enrichment activities such as STEM classes, dance and taiko. Grades 5 and 6 students also have opportunity to participate in track, basketball, and volleyball, culminating in friendly competition with our complex area schools.

We continue to build our School Community Council (SCC) that meets quarterly to review the progress of the school and provide input for school improvement. We encourage active parent participation on campus by providing parent workshops and extending invitations to attend SCC meetings. A large number of parents and community supporters help our school through their generous donations of funding, school materials, and time in helping with school events.

We are focused on providing an education that prepares our 21st century students to be college, career, and citizenship ready.

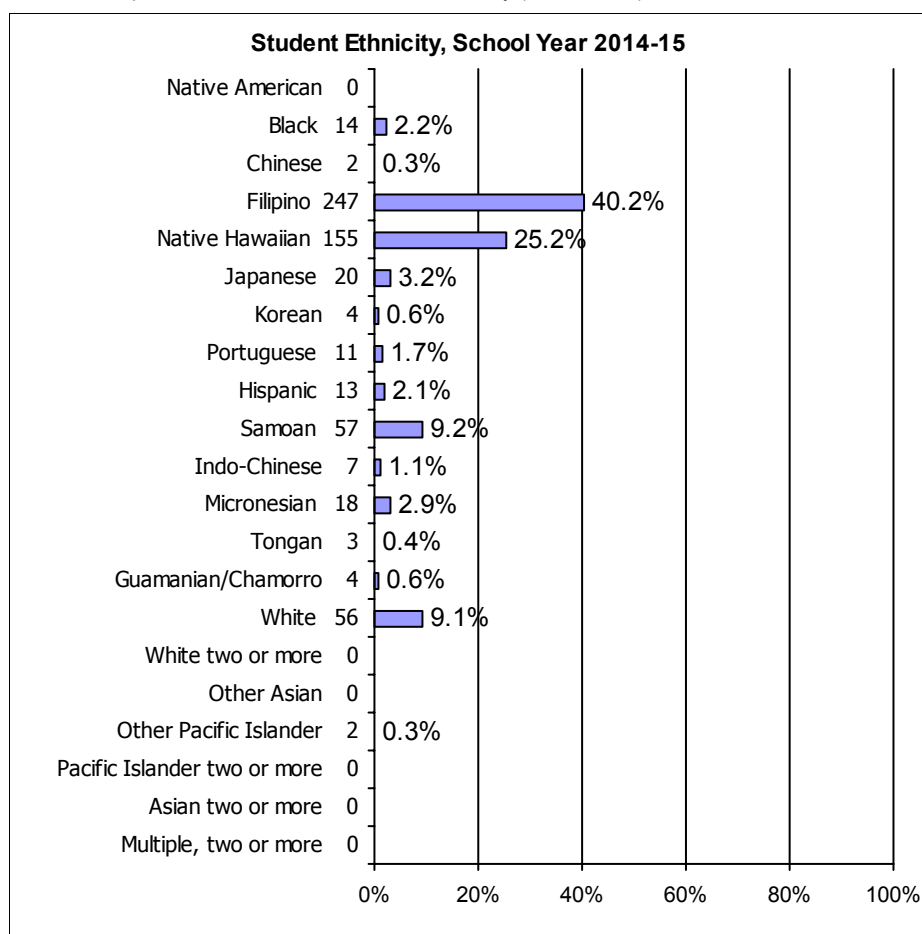
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	590	605	585	Number and percent of students in Special Education programs	36 6.1%	29 4.7%	28 4.7%
Number and percent of students enrolled for the entire school year	523 88.6%	557 92.0%	539 92.1%	Number and percent of students with limited English proficiency	49 8.3%	39 6.4%	35 5.9%
Number and percent of students receiving free or reduced-cost lunch	361 61.1%	360 59.5%	357 61.0%	Percent of Kindergartners who attended preschool	43%	34%	--

Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



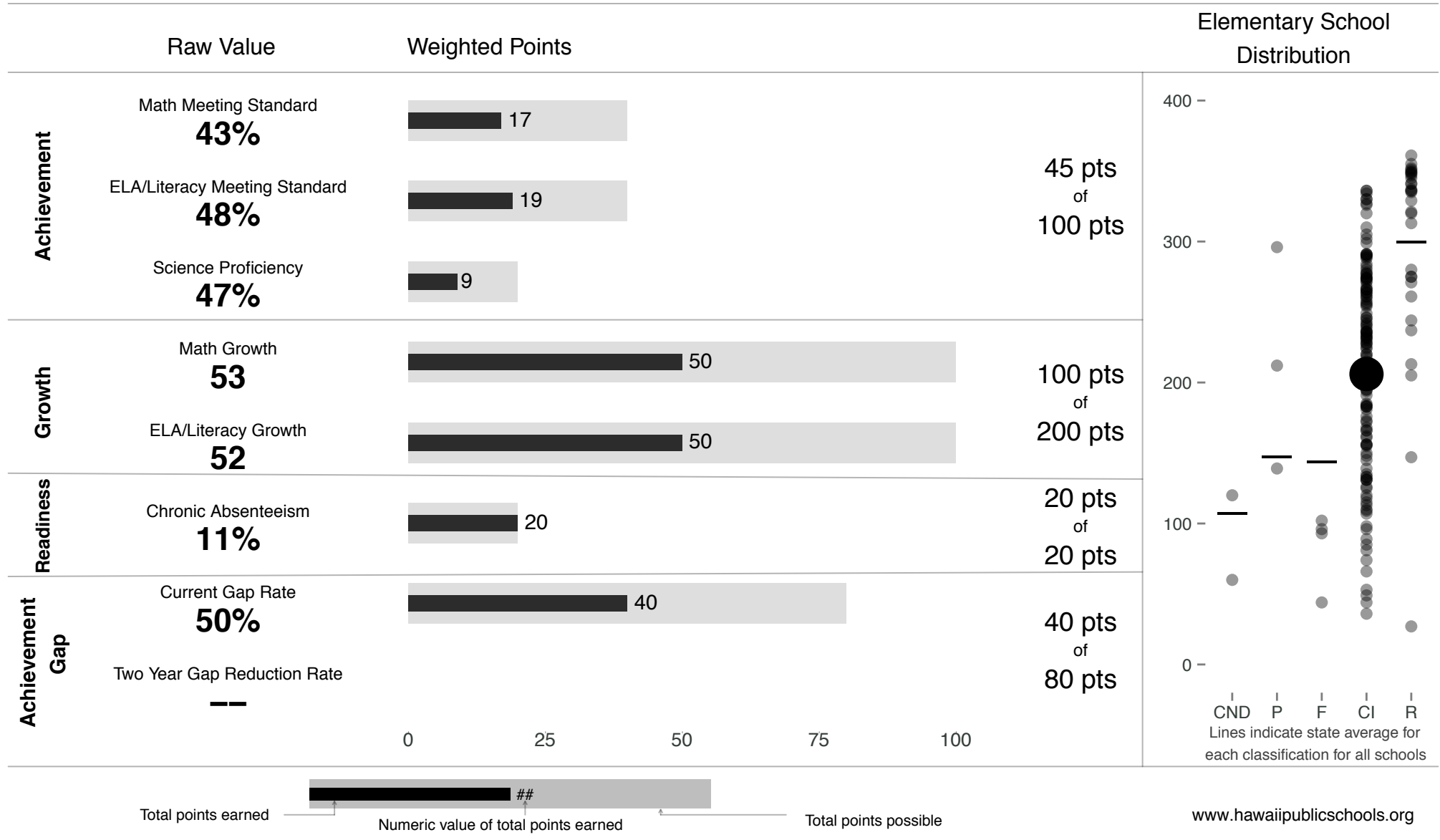
n = 613

Pohakea Elementary**206 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Ewa Makai Middle School

School Code: 296

Grades 7-8

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ewa Makai Middle School
91-6291 Kapolei Parkway
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Established in 2010, Ewa Makai Middle School (EMMS) is located in Ewa Beach and serves the communities of Ewa, Ocean Point, and Ewa Beach. Although the school is titled a middle school, it currently has only 7th and 8th grade. The school is awaiting construction of the sixth-grade neighborhood (wing). EMMS has three feeder schools and is one of two feeder schools to James Campbell High School.

The school is constructed under one roof and core team teachers are located in the seventh- or eighth-grade neighborhood. All classes are located in close proximity. Interdisciplinary teams of teachers share common students to provide a nurturing learning environment and foster positive relationships. The faculty and staff are committed to provide quality student support to meet the unique needs of every student.

EMMS has a strong standards-based academic core program, thriving arts program, and progressive athletics program. All teachers utilize technology to promote student learning. Classrooms are equipped with technology, such as interactive SMART boards and computers, and have access to mobile laptop and iPad carts. Students also have access to online library books, textbooks, and individualized programs for reading and math. Our ELL students who are non-English proficient (NEP) are provided iPads to use during school hours that are equipped with a language acquisition program and an online translator to assist them with the transition to English.

EMMS is an AVID-certified school and is implementing its fourth year of the Advancement Via Individual Determination (AVID) program that implements best practices to open access to rigorous curriculum for all and focuses on college readiness. To further develop the skills and attitude for college- and career-readiness, the school emphasizes the 7 Habits of Highly Effective Teens. All students participate in our new Digital Media courses during the instructional day to enhance and develop their 21st century skills. Students are challenged with rigorous courses of study and social skills that prepare them for high school, college, and careers. Our co-curricular programs include STEM-embedded projects, such as Robotics, Science Club, Science Olympiad, Math Counts, and aquaponics, as well as programs that focus on the Arts.

As Hawaii's first 'green' campus, the school emphasizes a philosophy to reduce, recycle, and reuse. As a LEED Gold Project, the school is designed with air conditioning and lighting that adjusts to natural day light for energy conservation and has school-wide programs focused on sustainability. Ewa Makai earned the distinction as Hawaii's first public school recognized as a National Green Ribbon School in 2012. EMMS was honored to earn this prestigious award.

The School Community Council is fully operational to review the school's Academic and Financial Plan.

School Setting

Student Profile

School year
2012-13 2013-14 2014-15

Fall enrollment

813	827	897
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Number and percent of students in Special Education programs

72	65	67
8.8%	7.8%	7.4%

Number and percent of students enrolled for the entire school year

754	775	850
92.7%	93.7%	94.7%

Number and percent of students with limited English proficiency

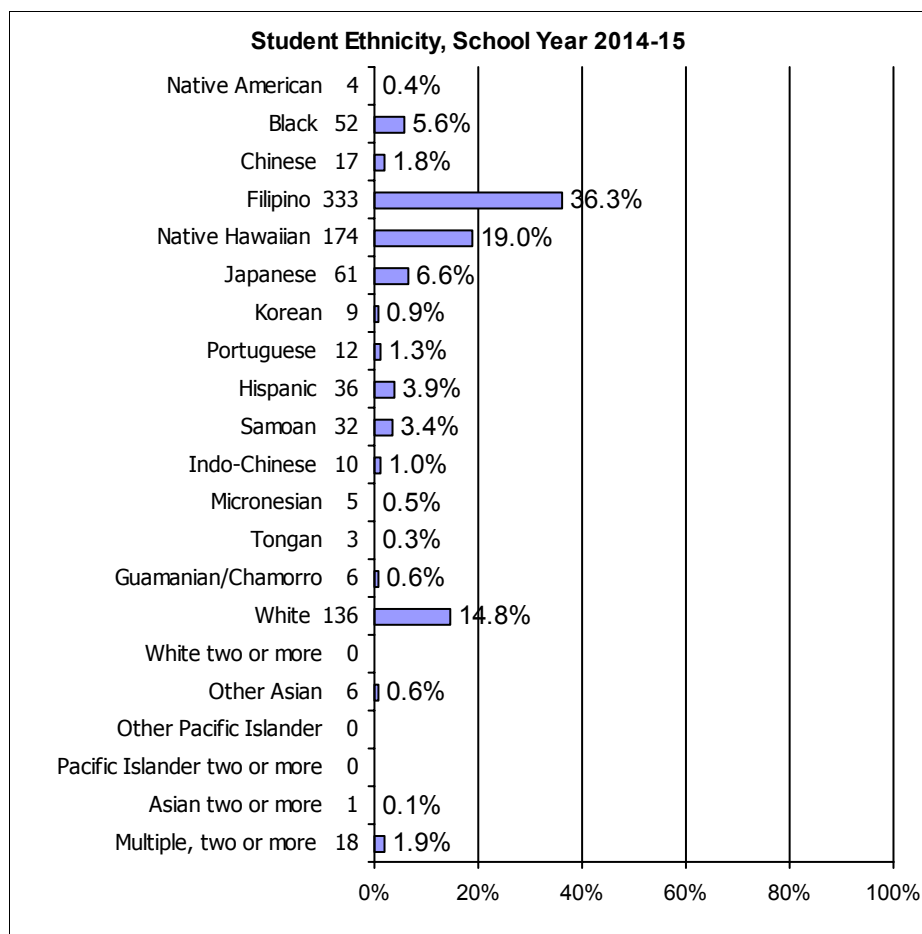
42	43	38
5.1%	5.1%	4.2%

Number and percent of students receiving free or reduced-cost lunch

330	324	310
40.5%	39.1%	34.5%

Note: " -- " means missing data.

" * " means data not reported to maintain student confidentiality (see FERPA).

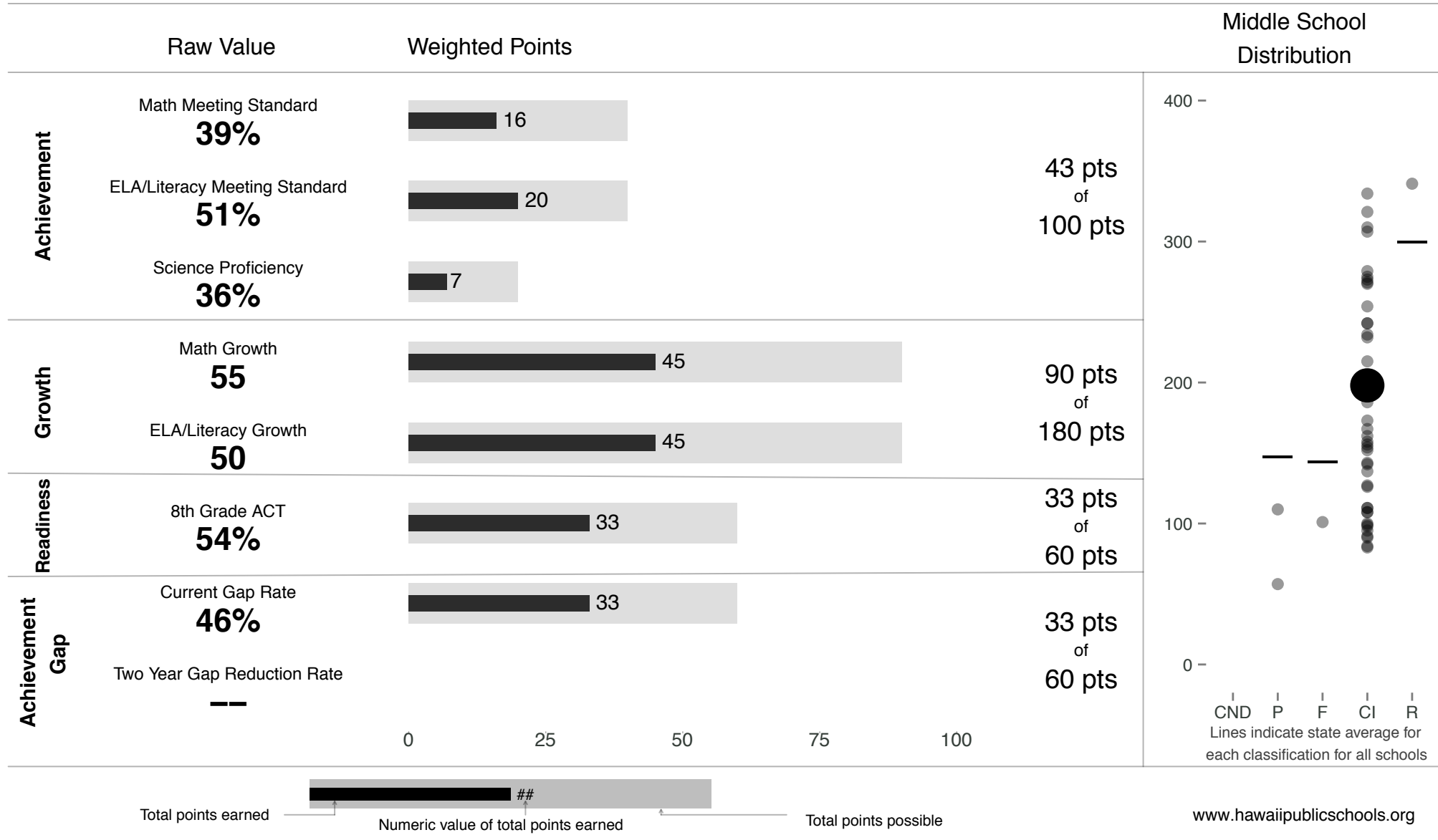


Ewa Makai Middle**198 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Ilima Intermediate School

School Code: 279

Grades 7-8

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ilima Intermediate School
91-884 Fort Weaver Road
Ewa Beach, Hawaii 96706

Focus On Standards

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This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ilima Intermediate is located in Ewa Beach, O'ahu, Hawai'i, approximately 20 miles from downtown Honolulu. Originally, the school served both intermediate and high school students. In 1969, it became an independent public intermediate school serving the Ewa area. Ilima Intermediate students feed into neighboring James Campbell High School upon completion of the eighth grade.

Ilima Intermediate serves five feeder elementary schools (previously seven): Ewa Beach Elementary, Holomua Elementary, Iroquois Point Elementary, Kaimiloa Elementary, and Pohakea Elementary.

Starting in the 7th grade, students are placed into teams that are supported by a group of teachers representing the core subject areas (English, Math, Science and Social Studies) who loop with them through the 8th grade year. Eliminating this additional transition has helped to solidify relationships as well as minimize time spent devoted to learning new classroom procedures and different teacher expectations. This also helps to provide a nurturing and caring environment, which is essential when working with young adolescents, and aligns with the middle school philosophy of providing a small, stable learning environment for students. Throughout the school year, Advisory lessons and various events and activities are delivered through this team approach, which emphasizes teamwork.

Over the course of the school year, various events are offered to increase parental involvement in the learning process. These events include Open House, AVID Orientation and Recognition Night, NJHS Induction Ceremony, Student Recognition Night, Career Day, and a Community Resource Night. Students also have the opportunity to participate in the After-school ACE/UpLinks program, which offers Dance, Cheerleading, Brain Games and More, Archery, Basketball, Track, Wrestling, and Volleyball. Club activities include Hiking Club, Civic Club, GSA Club, and NJHS.

There has also been an expansion of interest-based electives, particularly in the area of Science. Project Lead the Way has been added as a project-based elective for higher-achieving students in search of a challenging class that broadens their perspectives and forces them to think critically. Participation in Science, Technology, Engineering, and Math has also significantly increased.

Community and business partnerships have been established to help mentor the real world learning aspect of the class. It is available to students who qualify based on teacher and parent recommendations as well as an evaluation process.

School Setting

Student Profile

School year

2012-13 2013-14 2014-15

Fall enrollment

842	887	815
-----	-----	-----

Number and percent of students in Special Education programs

71	79	74
8.4%	8.9%	9.0%

Number and percent of students enrolled for the entire school year

766	809	754
90.9%	91.2%	92.5%

Number and percent of students with limited English proficiency

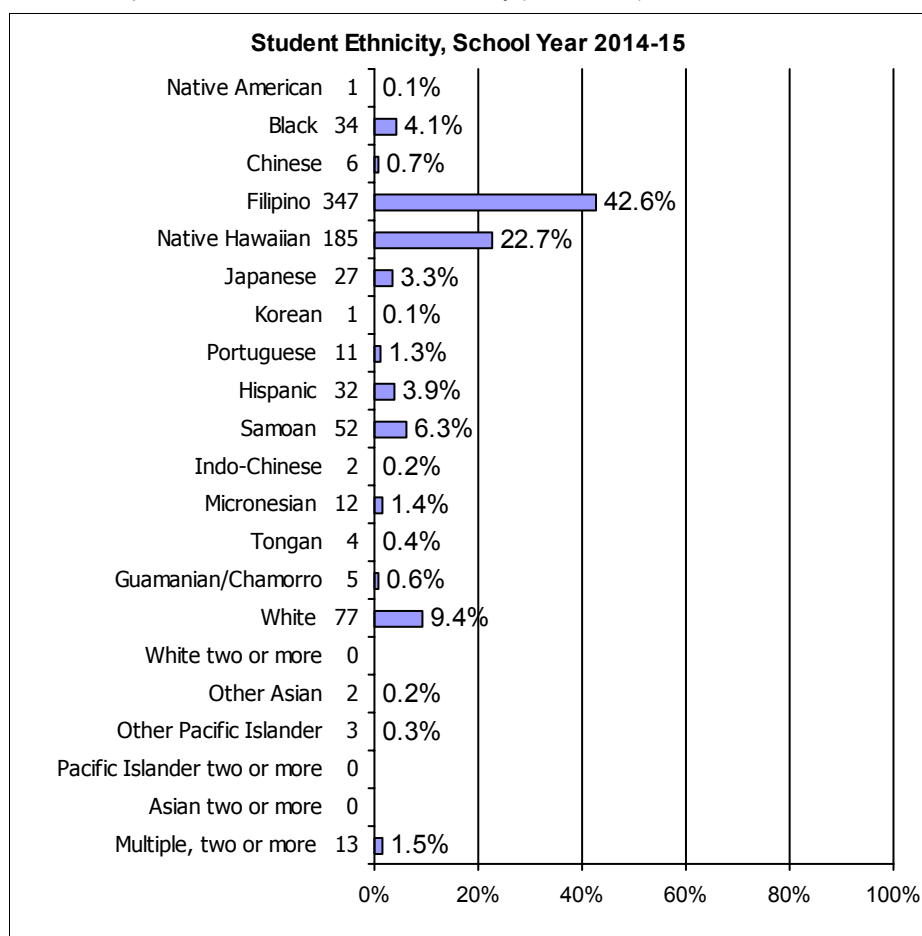
85	60	39
10.0%	6.7%	4.7%

Number and percent of students receiving free or reduced-cost lunch

446	449	422
52.9%	50.6%	51.7%

Note: " -- " means missing data.

" * " means data not reported to maintain student confidentiality (see FERPA).



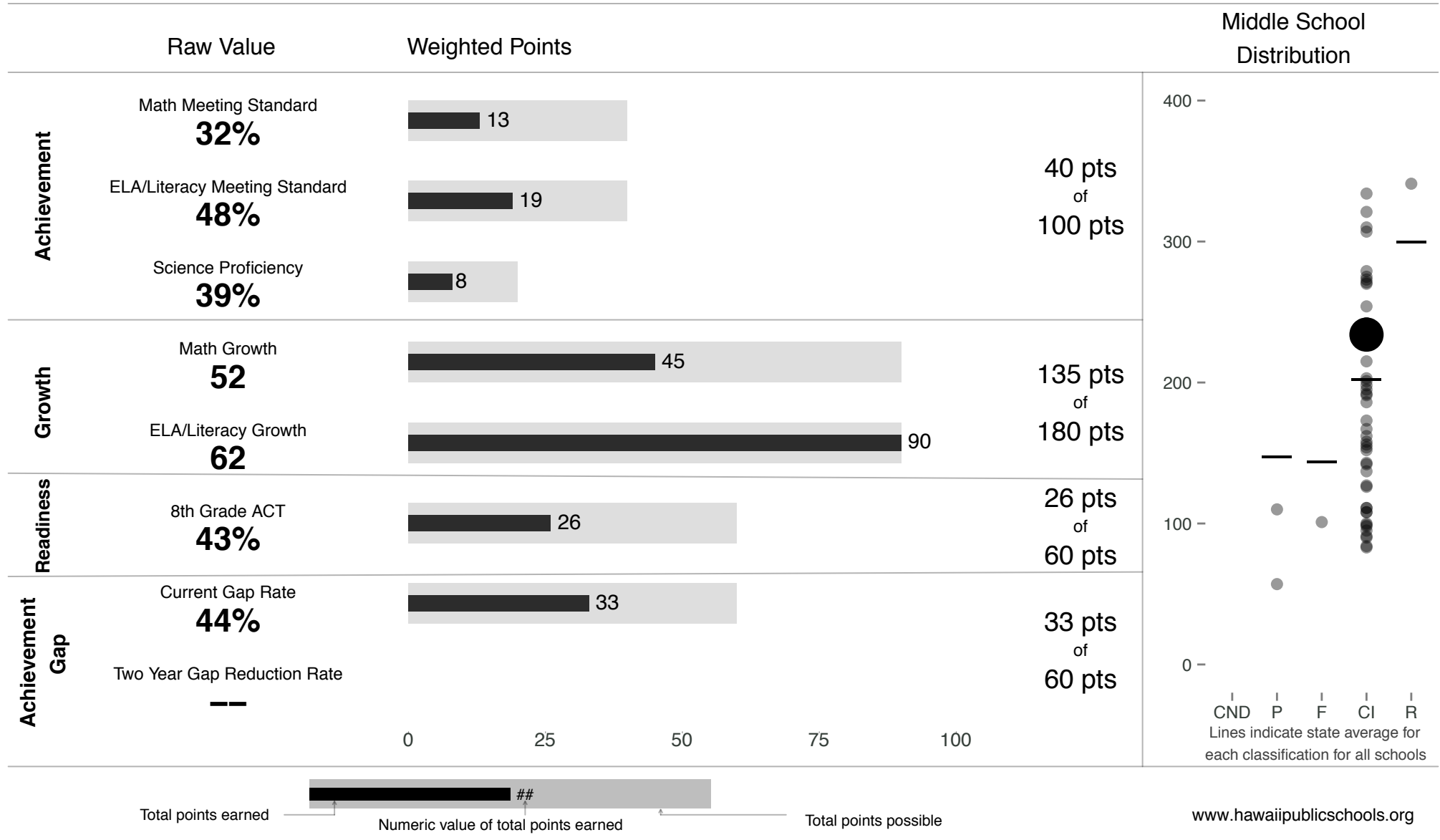
n = 814

Ilima Intermediate**234 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



James Campbell High School

School Code: 252

Grades 9-12

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

James Campbell High School
91-980 North Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

James Campbell High School is 25 miles west of Honolulu. Students reside in the communities of Ewa, Ewa Beach, Ocean Point, and Iroquois Point. The campus includes 15 major buildings, 26 portable classrooms and an athletic complex on 38 acres. Comprehensive programs in the core academics, vocational/technical education and special education are offered. The student population is very diverse and includes a variety of ethnic backgrounds such as Filipino, Caucasian, Hawaiian, Japanese, Hispanics, Chinese, Samoan, and African-American. The school was accredited in 2013 by the Western Association of Schools and Colleges for a period of six years with a mid-term review in 2016.

There are four Smaller Learning Communities intended to provide focused supports for all students. The Freshmen Academy provides transitional assistance during that pivotal time of adolescent growth. Sophomore Academy has an increased academic focus that helps students prepare for the rigor of the upper grades. The two other academies service grades 11-12. ACEIT House (Arts & Communication + Industrial Engineering & Technology) and BEACH House (Public & Human Services/Natural Resources + Health Services/Business) offer students excellent learning opportunities [e.g., 2D/3D CAD; robotics, media communications (broadcast journalism, photo-journalism), graphics communication (computer graphics, animation), and Culinary Arts]. The Naval JROTC Program is an award-winning, nationally-recognized program ranking in the top one-third nationwide. Since 2007, the model AVID program has maintained its National Demonstration School status indicating stellar achievement in meeting program criterion. JCHS offers the International Baccalaureate Diploma Program as well as a host of Advanced Placement courses and Early College Credits through dual enrollment programs.

The school operates on a 4X4 block schedule, which allows for flexibility in scheduling and increases the number of credits that can be earned each year. Students needing extra help in their classes receive assistance in double-dosed language arts and math courses; in daily afterschool tutorial sessions; in Saturday Credit Club; and in a tiered Response To Intervention program. GradPoint Core and DOE eSchool courses are available in all content areas. Twilight School is another option for those who elect an early evening program. Numerous foreign languages are offered such as Arabic, Mandarin, Japanese, French and Spanish. Travel opportunities are available – students have been to Vietnam, Europe, China and Qatar.

Staff development is focused on standards-based learning and grading, critical reading, writing (argumentative writing), and problem-solving along with the use of instructional practices in all classes that give rise to critical thinkers ready for college and career opportunities. Performance data drives program improvement to ensure high student achievement. Community partnerships via the School Community Council Forum and the PTSA provide the means of connecting with the community's concerns/perceptions.

School Setting

Student Profile

School year
2012-13 2013-14 2014-15

Fall enrollment

2821	2890	3024
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Number and percent of students in Special Education programs

2012-13 2013-14 2014-15

251	244	274
8.8%	8.4%	9.0%

Number and percent of students enrolled for the entire school year

2620	2688	2829
92.8%	93.0%	93.5%

Number and percent of students with limited English proficiency

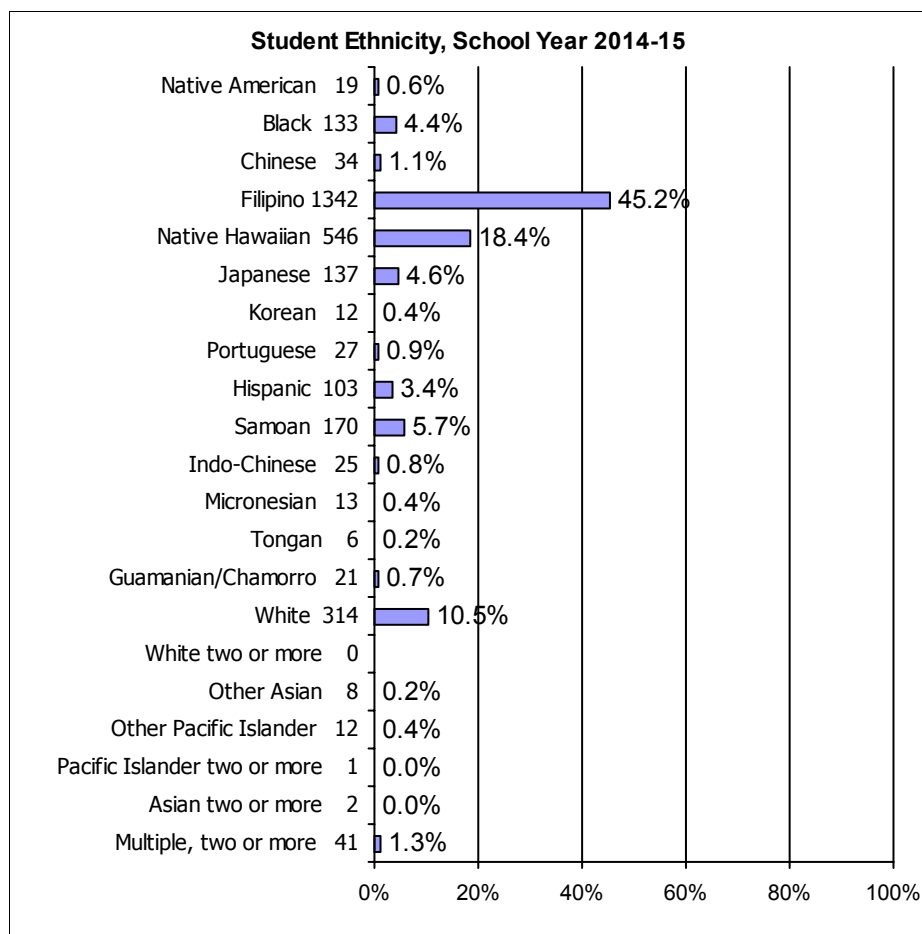
96	95	73
3.4%	3.2%	2.4%

Number and percent of students receiving free or reduced-cost lunch

1316	1403	1451
46.6%	48.5%	47.9%

Note: " -- " means missing data.

" * " means data not reported to maintain student confidentiality (see FERPA).



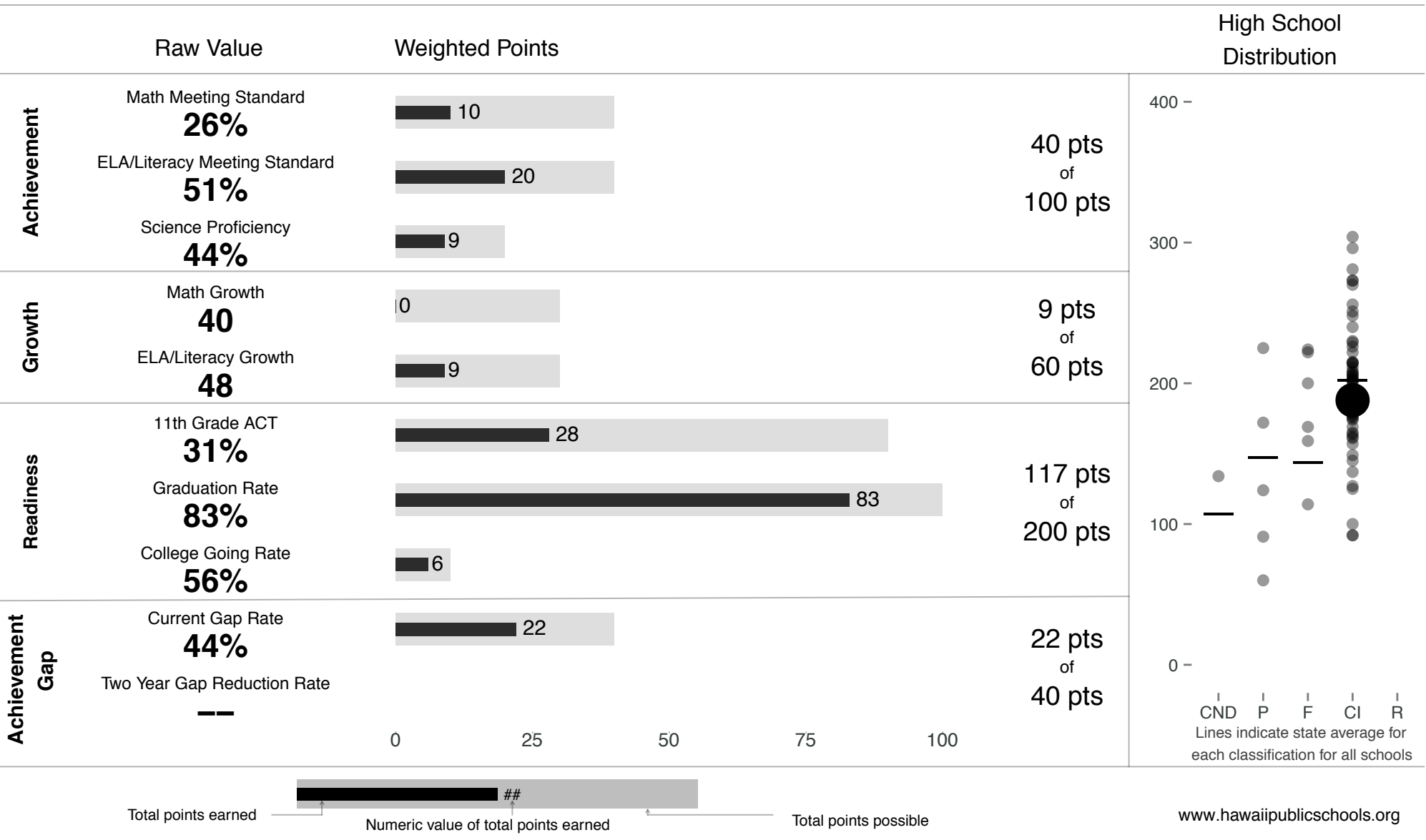
n = 2966

James Campbell High

188 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Search

State & County QuickFacts

NOTE: This version of QuickFacts will no longer be updated with new data. Please visit the new for the latest data.**Ewa Beach CDP, Hawaii**

People QuickFacts	Ewa Beach CDP	Hawaii
Population, 2014 estimate	X	1,419,561
Population, 2010 (April 1) estimates base	X	1,360,301
Population, percent change - April 1, 2010 to July 1, 2014	X	4.4%
Population, 2010	14,955	1,360,301
Persons under 5 years, percent, 2010	6.6%	6.4%
Persons under 18 years, percent, 2010	26.3%	22.3%
Persons 65 years and over, percent, 2010	14.7%	14.3%
Female persons, percent, 2010	50.5%	49.9%
White alone, percent, 2010 (a)	8.4%	24.7%
Black or African American alone, percent, 2010 (a)	0.7%	1.6%
American Indian and Alaska Native alone, percent, 2010 (a)	0.1%	0.3%
Asian alone, percent, 2010 (a)	50.6%	38.6%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	12.9%	10.0%
Two or More Races, percent, 2010	26.6%	23.6%
Hispanic or Latino, percent, 2010 (b)	11.1%	8.9%
White alone, not Hispanic or Latino, percent, 2010	7.2%	22.7%
Living in same house 1 year & over, percent, 2009-2013	90.3%	84.9%
Foreign born persons, percent, 2009-2013	27.1%	17.9%
Language other than English spoken at home, pct age 5+, 2009-2013	41.3%	25.4%
High school graduate or higher, percent of persons age 25+, 2009-2013	80.4%	90.4%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	11.6%	30.1%
Veterans, 2009-2013	1,301	112,625
Mean travel time to work (minutes), workers age 16+, 2009-2013	40.5	26.0
Housing units, 2010	3,490	519,508
Homeownership rate, 2009-2013	65.9%	57.6%
Housing units in multi-unit structures, percent, 2009-2013	20.6%	38.1%
Median value of owner-occupied housing units, 2009-2013	\$410,300	\$503,100
Households, 2009-2013	3,108	449,771
Persons per household, 2009-2013	4.63	2.96
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$20,557	\$29,305
Median household income, 2009-2013	\$74,858	\$67,402
Persons below poverty level, percent, 2009-2013	16.4%	11.2%
Business QuickFacts	Ewa Beach CDP	Hawaii
Total number of firms, 2007	1,299	120,374
Black-owned firms, percent, 2007	2.6%	0.9%
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%
Asian-owned firms, percent, 2007	62.2%	47.2%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	9.5%
Hispanic-owned firms, percent, 2007	3.5%	3.6%
Women-owned firms, percent, 2007	S	31.0%
Manufacturers shipments, 2007 (\$1000)	0 ¹	8,799,266
Merchant wholesaler sales, 2007 (\$1000)	D	8,894,672
Retail sales, 2007 (\$1000)	29,248	17,611,851
Retail sales per capita, 2007	NA	\$13,793
Accommodation and food services sales, 2007 (\$1000)	14,797	8,042,210
Geography QuickFacts	Ewa Beach CDP	Hawaii
Land area in square miles, 2010	1.21	6,422.63
Persons per square mile, 2010	12,400.5	211.8
FIPS Code	07450	15
Counties		

1: Counties with 500 employees or less are excluded.

Attachment C - Listing of DOE Complex Areas and Public and Private Schools

“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.”

Campbell Subcomplex

Elementary

Ewa Elementary (K-6)
Ewa Beach Elementary (K-6)
Pohakea Elementary (K-6)
Holomua Elementary (K-6)
Kaimiloa Elementary (K-6)
Keoneula Elementary (K-6)
Iroquois Point Elementary (K-6)

Middle

Ilima Intermediate (7-8)
Ewa Makai Middle School (7-8)

High

Campbell High School (9-12)

Private

Friendship Christian Schools (PK-12)
Hale O Ula School (7-12)
Lanakila Baptist Jr & Sr High School (7-12)
Messiah Lutheran School (K-8)
Our Lady of Perpetual Help (K-9)
American Renaissance Academy (K-12)

Attachment D - Map of Each Standard Used for Each Course in Each Grade

6th Grade (Year 1, 2017-18)	
COURSE	STANDARDS
English Language Arts	Common Core (6th Grade ELA)
Math	Common Core (6th Grade Math)
Physical Science	Next Generation Science Standards (MS Physical Science)
Social Studies	HCPS III (6th Grade Social Studies)
Hawaiian Studies	Common Core (6th Grade ELA)

7th Grade (Year 2, 2018-19)	
COURSE	STANDARDS
English Language Arts	Common Core (7th Grade ELA)
Math	Common Core (7th Grade Math)
Life Science	Next Generation Science Standards (MS Life Science)
Social Studies (Hawaiian Studies, Pacific Islands)	HCPS III (7th Grade Social Studies)
Fine Arts: Visual Arts, Drama & Theatre, Music	HCPS III (7th Grade Visual Arts, Drama and Theatre, Music)
Language (TBD)	HCPS III Language (Stage I: Grades 6-8)

8th Grade (Year 3, 2019-20)	
COURSE	STANDARDS
English Language Arts	Common Core (8th Grade ELA)
Math	Common Core (8th Grade Math)
Social Studies	HCPS III (8th Grade Social Studies; US History)
Earth & Space Science	Next Generation Science Standards (MS Earth, Space Science)
Fine Arts: Community Theatre	HCPS III (7th Grade Visual Arts, Drama and Theatre, Music)
Language (TBD)	HCPS III Language (Stage I: Grades 6-8)

9th Grade (Year 4, 2020-21) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (9th Grade ELA)
Math: Number & Quantity, Algebra I (1)	Common Core (HS Math: Number & Quantity, Algebra I)
Social Studies: Modern History of Hawai'i (.5), Participation in a Democracy (.5)	HCPS III (9th Grade Social Studies: Modern History of Hawai'i, Participation in a Democracy)
Science: Physical (1)	Next Generation Science Standards (HS Physical Science)
PE: Physical Education Lifetime Fitness (.5), Basic Physical Education Elective (.5)	HCPS III Physical Education (9-12)
Language (1)	HCPS III Stage I (Year 1)

10th Grade (Year 5, 2021-22) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (10th Grade ELA)
Math: Geometry (1)	Common Core (HS Math: Geometry)
Social Studies (1)	HCPS III (10th Grade Social Studies)
Science: Life (Biology) (1)	Next Generation Science Standards (HS Life Science)
Health (.5), Expository Writing (.5)	HCPS III (9-12 Health Standards); Common Core (10th Grade ELA)
Language (1)	HCPS III Stage I (Year 2)

11th Grade (Year 6, 2022-23) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (11th Grade ELA)
Math: Functions, Modeling / ALG II (1)	Common Core (HS Math: Functions, Modeling / ALG II)

Social Studies (1)	HCPS III (11th Grade Social Studies)
Science: Earth & Space (1)	Next Generation Science Standards (HS Earth & Space Science)
Fine Arts (1)	HCPS III (9-12 Grade Visual Arts, Drama and Theatre, Music)
Language (1)	HCPS III Stage II (Year 1)

12th Grade (Year 7, 2023-24) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (11th Grade ELA)
Math: Statistics & Probability (1)	Common Core (HS Math: Functions, Modeling)
Social Studies (1)	HCPS III (11th Grade Social Studies)
Senior Project, Personal Transition Plan (1)	HCPS III CTE (9-12: Career Planning)
Fine Arts (1)	HCPS III (9-12 Grade Visual Arts, Drama and Theatre, Music)
Language (1)	HCPS III Stage II (Year 2)

Per Academic Plan, we are focused on college and career success through a Common Core-, BOE-, and competitive college entrance requirements-aligned academic program. Thus, our standards are rigorous, state-, and university-aligned. Our justification for each set of standards is as follows:

- ELA
- Math
- Science
- Social Studies
- Hawaiian Studies
- Fine Arts
- World Language
- HCPS III Physical Education (9-12)
- CTE
- Health

ELA - Common Core (6-12 rationale)*

READING - To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

WRITING - For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first- draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

COMMUNICATION - To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

LANGUAGE - To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to

comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Cited from the Common Core Standards Toolkit*

MATH - Common Core (6-12 rationale)*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the North Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics,

explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

**Cited from the Common Core Standards Toolkit*

Science - Next Generation Science Standards

Middle School Physical Sciences

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

Middle School Life Sciences

Students in middle school develop understanding of key concepts to help them make sense of life science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in middle school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations in middle school blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

Middle School Earth and Space Sciences

Students in middle school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The middle school performance expectations in Earth

Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

Middle School Engineering Design

By the time students reach middle school they should have had numerous experiences in engineering design. The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.

High School Physical Sciences

Students in high school continue to develop their understanding of the four core ideas in the physical sciences. These ideas include the most fundamental concepts from chemistry and physics, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices including design and evaluation.

High School Life Sciences

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

High School Earth and Space Sciences

Students in high school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The high school performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to

explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in high school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

High School Engineering Design

At the high school level students are expected to engage with major global issues at the interface of science, technology, society and the environment, and to bring to bear the kinds of analytical and strategic thinking that prior training and increased maturity make possible. As in prior levels, these capabilities can be thought of in three stages—defining the problem, developing possible solutions, and improving designs.

**Cited from the Next Generation Science Standards Map*

Social Studies - Hawai‘i Content Performance Standards III

Understanding history through different perspectives, its changes, causal relationships, amidst different time periods - including the Renaissance, is of vital importance as our students begin to calibrate where they are in the continuity of history, present, and future. Exploring political sciences and civics including governance, democracy, citizenship and interactions are crucial to our leadership and advocacy component of our matrix; this includes understanding purpose and impact of political institutions, governments, economic systems, our roles and rights, as well as our responsibilities, as seen through various lenses and time periods. This will lead us to examines systems of beliefs, knowledge, values, and cultural implications, which aligns well to the identity and community component of our matrix. Lastly, in terms of world spatial terms, our relationships to the world - both in terms of geography, society, and culture - align to our matrix as well; students will be able to connect to our analysis and comparison of various people, places, and environments.

Hawaiian Studies - Common Core-Aligned (ELA)

READING - Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these

Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

WRITING - For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first- draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Fine Arts (Hawai‘i Content Performance Standards III)

The HCPS III offer a starting point for the development of our 7th grade Visual Arts, Drama & Theatre, Music required class, as well as our 8th grade Community Theatre course; curriculum has not yet been selected for 7th grade, and the 8th grade Community Theatre class curriculum is currently in development (at HGSE with colleagues). HCPS III offers familiar standards, benchmarks, and rubrics that can be scaffolded through high school. In 11th and 12th grade, Visual Arts, Drama & Theatre, Music is an elective and offers an integrated set of standards from 9-12, allowing for scaffolding and alignment to other HCPS III-driven courses; the standards are locally developed, rigorous, and vertically developed allowing for scaffolding and interdisciplinary layering. Curriculum has not yet been selected for 11th and 12th grade electives.

Language (Hawai‘i Content Performance Standards III)

HCPS III allows for us to focus on Stage 1 language development in 9th and 10th grade, and stage 2 in 11th and 12th grade, setting students up with 4 years of world language by graduation; they will also have a semester of stage 1 (grade 6-8) in 7th grade, and a semester of stage 1 (grade 6-8) in 8th grade, giving children 5 total credits of world language across 6 grades (7-12). The vertical integration allowed by HCPS III will also offer an opportunity to bring ELA Common Core standards into the language classroom. The standards are locally developed, rigorous, and vertically developed allowing for scaffolding and interdisciplinary layering. Curriculum has not yet been selected or developed.

HCPS III Physical Education (9-12) (Hawai‘i Content Performance Standards III)

Both required physical education half-credit courses will be designed for completion in 9th grade. The standards are locally developed and allow for us model our physical education courses after local models. A curriculum has not yet been developed for this 9th grade, BOE-required course, however Ewa Makai runs a dynamic physical education program and we will look to engage with their team in order to develop two grade-appropriate, semester-long courses that fulfill BOE requirements.

Career and Technical Education (CTE) (Hawai‘i Content Performance Standards III)

CTE standards around career planning will help orient students’ leadership aspirations around career options, goals, and success as students craft their senior projects and personal transition plans.

Health (Hawai‘i Content Performance Standards III)

HCPS III allows us to align our curriculum and instructional efforts for this .5 credit BOE-required class around locally developed standards for 9-12 grade. A curriculum has not yet been developed for this course, but we will identify a curriculum that aligns to these sets of standards that will ultimately support learning and engagement with important health topics outlined in HCPS III.

UNIT CHECKLIST (WORKING)

DreamHouse curricular units will be driven by a) standards, b) curriculum, and c) the DreamHouse Matrix. The following working list represents components that should be found in each unit, lesson, and summative assessment:

- Aligned to vision and mission of DreamHouse;
- Aligned to multiple standards within content area, as well as Common Core (ELA and Math) where appropriate;
- Integrates Curriculum Research and Development (CRDG), Connected Math Program, Hochman Writing, or applicable curriculum frameworks as appropriate;
- Holds students and teachers to high academic standards;
- Encourages and provides multiple, multidimensional opportunities to develop 21st century skills;
- Builds character, supports leadership growth;
- Honors and engages identity development throughout;
- Aligns to unit-end summative incorporating previously mentioned components;

STANDARDS MAPPED WITHIN A UNIT

Below is an examples of a 6th grade unit aligned to the Common Core; it is only an early example, but will offer a sense of rigor, relevance, standard integration, and DreamHouse Matrix components as they guide instruction and classroom design.

Values-Driven Unit Plan

Unit Plan Vision: this unit will develop in students a sense of understanding and appreciation for not only their education, but also the challenges that others overcome to become educated and to provide education for others. In their learning, understanding, and analysis of the educational journey of others, they will better develop a sense of purpose, appreciation for,

empowerment through, and identity within their own educational journey.

DreamHouse Matrix Alignment: driven by the four quadrants of the DreamHouse Matrix – academics, 21st century skills, leadership, and identity – this unit will allow students to develop within each area, at their own pace, appropriate to their individual proficiency within each area.

Academics – this is an English Language Arts, Common Core-aligned unit.

21st Century Skills – unit activities will offer time for additional skill development.

Leadership – built into activities, expectations, and assessments are leadership competencies.

Identity – students will ultimately link this project to their personal trajectory and experience.

Unit Plan Components: the unit will be broken out across five total weeks, allowing students to master individual skills and standards leading to a summative assessment and unit-end project to demonstrate overall progression and mastery. The rubrics to be developed to assess mastery will allow for differentiation and individual support for learning; student mastery data will be tracked and will help drive interventions and remediation. Below is a high level map for the unit.

Week – each week there will be a total of 4 80-minute class blocks.

1. *Why are personal stories so important: Introducing Dr. Rose Ihedigbo*

2. *Conflict and the pains of war*

3. *Education amidst conflict*

4. *Rose's Lessons*

5. *Connection to self, expression of values*

Standards – each week, students will focus on developing proficiency across 2-3 standards.

- 6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- 6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

- 6.3 (speaking/listening) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Values – each week will center on a value from Ms. Rose's personal experience.

Feeling blessed with life and opportunity | Family | Dreams | Goals | Hard Work | Education | Following Advice | Perseverance | Survival | Faith | Mentorship | Higher Education | Giving back | Service

Outcomes – students will produce or achieve the following per week.

Week / Focus	Values	Standards	Outcomes
(1) Why are personal stories so important: Introducing Dr. Rose Ihedigbo	Dreams Goals Feeling blessed	6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.	Where I'm From Poem Summarizing & Theme Analysis Facebook Profile Group Discussion (Harkness) See Think Wonder Daily Journal Chapter from Rose's Book

(2) Conflict and the pains of war	<p>Perseverance (Survival)</p> <p>Faith</p> <p>Family</p>	<p>6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Group Discussion (Harkness)</p> <p>Newspaper Article</p> <p>Mock Trial</p> <p>Daily Journal</p> <p>Chapter from Rose's Book</p>
(3) Education amidst conflict	<p>Following Advice</p> <p>Education</p> <p>Hard Work</p>	<p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Policy Debate (Case Study)</p> <p>Daily Journal</p> <p>Situational Comparison</p> <p>Chapter from Rose's Book</p>
(4) Rose's Lessons	<p>Higher Education</p> <p>Mentorship</p> <p>Giving Back</p> <p>Service</p>	<p>6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.3 (speaking/listening) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Analysis of Story</p> <p>Class Debate</p> <p>Individual Speeches</p>

		<p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Daily Journal</p> <p>Values Walk</p> <p>Chapter from Rose’s Book</p>
(5) Connection to self, expression of values	<p>Dreams</p> <p>Goals</p> <p>Student-driven Values to Pass on</p>	<p>6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Summative Project</p> <p>Daily Journal</p> <p>Class Presentations</p> <p>Gallery Walk & Showcase</p> <p>Reflection & Peer Feedback</p>

Summative Assessment: students will demonstrate their understanding of and empathy with Rose’s story, their own educational privilege, their journey, and their own goals and dreams. Their final project will consist of a synthesis of five weeks of journaling (i.e. how they have changed / what they have learned), a final output of their choice (i.e. tri-fold poster, poetry slam,

spoken word, performance, media piece), their presentation to the class and engagement with others' work (including peer assessment), and finally a reflection on their own experience and growth through this unit. Incorporation of their own values as well as a specific goals and dreams will help demonstrate leadership and identity growth, while student activities throughout the unit will allow for 21st century skill mastery. The summative is aligned to all CCSS mentioned throughout (11 total).

Week 1 | why are personal stories so important: Introducing Dr. Rose Ihedigbo?

Values Engaged: for each value, Rose's words will be purposefully woven into discussion.

Dreams – “Every child dreams to be someone important some day; my dream was to be a professional, to be trained as a teacher or a nurse; I also had a dream of coming to the US.”

Goals – “A goal was an impact on education while not knowing what it would do in the future for me... and a goal of giving to education... create the institutions and the education will help young people to acquire education and prosper towards their goals and their careers.”

Feeling Blessed – “I have children in Houston, TX; two are in Jersey City... oldest son is engaged... both are going to be married in June of next year; so very proud of the blessings that have been given to me.”

Standards Focus: standards mastery will come through various lesson strategies.

6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.

6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze impact of specific word choice on meaning and tone.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Lesson Strategies & Outcomes: over the course of the 320 minutes of this week's classes, students will engage in the following activities and produce 6th-grade appropriate and rubric aligned work for the following:

Group Discussions (Harkness) – using the Harkness Method (student-driven discussion with minimal teacher direction or intervention, students will discuss the power and purpose of personal stories, share pieces of their own, discuss their definitions of the four values of the week, all while engaging collaboratively and analyze Rose's story (supported by teacher).

Facebook Profile – build Facebook profile for Rose (or other social media) based on what we know so far about her values, her overall story, and her values (inference activity to revisit). This will be done via paper (no online) and is an exercise to explore constructing our overall image and perception of our main protagonist / non-fictional character that is the common thread within this unit; it is important for students to create and generate this material so that gaps in understanding can be filled in via students' interpretation of what they know about Rose.

Where I'm From Poem – Students craft their own “Where I'm From Poem” detailing their

own history, culture, background, and values; can revise later in the unit.

Summarizing & Theme Analysis – reading text from teacher, students generate summary analysis and pull themes from reading about Rose and her setting (general, high level to start).

See Think Wonder – Students complete follow-up reflection using See-Think-Wonder format to offer observations, analysis, and questions looking forward (Rose’s text and others).

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Chapters from Rose’s Book – students will read at least 1 chapter of Rose’s book each night for HW; students will come into class the next day with background and personal knowledge.

Week 2 | Conflict and the pains of war

Values Engaged:

Perseverance (survival) – “(the Biafran War) had a terrible nightmare impact on young people; not knowing whether we were going to survive or not survive.”

Faith – “Based on what they hear, #1 I will have each and every one of them know that my achievement is to the glory of God; this is not of my own making and own strength; as a woman from Nigeria achieving all these things... undergraduate, graduate, and doctorate... all while working and raising 5 children”

Family – “We were not rich; but we lived comfortable; mother and father did not go to school, but they made the commitment for their children to go to school; goal and dream at the time...”

Standards Focus:

6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.

6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Strategies & Outcomes:

Group Discussion (Harkness) – using the Harkness Method (student-driven discussion with minimal teacher direction or intervention, students will discuss the overall context of the Biafran War and the various actors and forces involved, while also reflecting upon the values from Rose, as well as chapters from her book layered over this discussion.

Newspaper Article – students will conduct mini-research projects and focus on answering an essential question that guides them to deeper understanding of the Biafran War context; students generate a newspaper article using figurative, descriptive language for a media audience.

Mock Trial – based on students’ understanding and research of each of the actors and groups involved during the Nigerian Civil War, students will form teams and act out a mock trial and determine history and justice based on their research, Rose’s values, historical events, and their moral compass.

Daily Journal – end of day, each day, allows for students to free write and express themselves;

prompts may come from student-generated questions and/or text.

Chapters from Rose's Book – students will read at least 1 chapter of Rose's book each night for HW; students will come into class the next day with background and personal knowledge.

Mock Trial Framing

A mock trial allows us to explore issues of history with a lens towards justice. Our pedagogy and procedure will be driven by the Manual for Mock Trial by the Classroom Law Project (2009). Main objectives will be to (1) increase confidence, improve ability to work in teams, and public speaking (especially under pressure); (2) to help students understand basic components of the legal system; and (3) to provide hands-on, justice-driven engagement with historical events.

Preparation:

- All students read chapter two (The Biafran War and Scripture Union Day Camp) from Dr. Rose's book with an eye on the personal experience of Rose during this period of time;
- Students also read the Click Afrique Magazine article "The Nigerian Civil War" to gain historical understanding and context for the conflict;
- Students create three things in preparation: (1) a map of characters, (2) a paragraph of reflecting on why this war occurred in the first place, and (3) a three-circle Venn Diagram focusing on the government, rebel forces, and the people; detail unique experiences and intersectionality of the groups.

Trial Set-up:

- This will be set up as a war crimes tribunal, which students will learn about through a mini-lesson given by teacher;
- Students will then be broken into groups representing the following perspectives: (1) Igbo, (2) the government, (3) the rebels / Biafran forces on trial, (4) Tribunal Jury, (5) facilitating judge, (6) media, and (7) future writer.
- Students engage in conversation and group identity development in these groups in order to solidify message, defense, or overall persona.

Trial:

- Teacher will drive the questioning and facilitation of this trial; questions that explore concepts mentioned in the reading and conflict analysis, different perspectives that may have been taken, reactions and thoughts from the media, and snapshot polling as to where the jury currently sits will guide our interaction with the materials and exploration of how the war and the tragedy came to be.
- The arc of the trial will be as follows (following mock trial guidelines):
 - Opening statement and purpose of each group
 - Questions relating to the trial; the issue at hand (rebels on trial, being held accountable)
 - Facts of the case

- Perspectives
- Questioning
- Additional evidence
- Closing arguments
- Verdict
- Changing the future (which will essentially be a description of preventative measures that can be taken to avoid situations such as this)
- Students will reflect on a) the mock trial experience, b) their own thoughts around the War, and c) additional questions that may have for Rose.

Supporting Text: Conflict Analysis

We believe this text, as well as the educational analysis, is grade-appropriate for 6th grade. As we believe in heavily differentiated learning experiences for our kids, we will chunk this text and the concepts of the case for students who require additional remediation and support strategies; for accelerated learners, we will ask that they follow the references and read deeper into the situation so that they may help their classmates (student-as-teacher). Lastly, students will be in groups in class, which offers for additional layers of support and collaboration for students who may struggle with literacy and comprehension in general.

Situational Snapshot

Nigeria's civil war was born out of a charged political environment following the transfer of power from Great Britain to newly elected Prime Minister Alhaji Abubakar Tafawa Balewa in October of 1960. This was part of a wave of independence sweeping the continent and establishing new heads of power, new governments, and new challenges given the changing landscape of citizenship and nationhood ("ClickAfrique," 2006). According to Philips (2000), the first few years of 'democracy' were marred with rigged elections, disagreements between regional political and economic authorities, and tension between the three main regions/ethnic groups – the Hausa-Fulani, the Igbos, and the Yorubas – which caused continued deterioration of the nation through the mid-1960's

Conflict Analysis

The situation finally erupted in January 1966 when the military seized power of the government; tension between ethnic groups worsened, and fighting between the Hausa-Fulani and the Igbos initially resulted in 30,000-60,000 deaths and around one million refugees from the eastern Ibo region (Philips, 2000). In May of 1967, the head of the eastern region's military unit declared the region the Republic of Biafra – the war that ensued over the next three years was between the Federal Government and the eastern Biafran region's forces; the Federal Government eventually sealed off food supply chains, literally starving the Biafran forces into submission; this was not without loss, however, as 1-3 million died and the refugee count was into the millions as well ("ClickAfrique," 2006). Pictures of children with swollen stomachs due to malnourishment were broadcast to the world and brought needed attention to the region and the conflict.

Stakeholders

Many powers and influences set up the theatre for this conflict to take place in, added to the political unrest, and ultimately fought to remake the nation. *Great Britain's* exit from power and governance shifted authority and autonomy into the hands of the newly formed *Federal Government* and elected *Prime Minister Alhaji Abubakar Tafawa Balewa*. After the military coup (and Balewa's death), *Major General Yakubu Gowon* led the country's forces and it wasn't long before the head of the eastern region, *Colonel Emeka Ojukwu*, declared the *Biafra region* autonomous from the country

(“ClickAfrique,” 2006). Allies to the Federal Government included *Britain, Russia, Egypt, and Rhodesia*, and played a major role in fighting back *Biafran forces* and eventually reclaiming the region (Philips, 2000). As was mentioned, food supply was cut off as a military tactic, and international supporters such as the *Red Cross* found themselves caught in between a military and humanitarian crisis. Following the war, the oil boom of the 1970’s saw the influx of *international investors* and buyers who helped revive the economy (“ClickAfrique,” 2006).

Dynamics Analysis

A transfer of power was supposed to bring the dawn of a new era for the Nigerian people; what it resulted in, however, was millions dead and millions more displaced. It seems ironic to say, but freedom and democracy can perhaps be identified as key drivers to this conflict that resulted in civil war and millions of lives and years lost. International intervention immediately following British exit could have provided stability and a more gradual transition of power for the Nigerian people. This did not happen, however, and one scenario or case study we can use now focuses on the importance of a succession plan and strong government in the increasingly frequent transitions of power and rule; we are still seeing history repeat itself today across much of the Middle East / Africa.

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Week 3 | Education Amidst Conflict

Values Engaged:

Following Advice – “My father pushed me and my siblings to receive an education...”

Education – “I so much thank the Lord; to do that and inspire my children towards education... Because of the sufferings in Nigeria that were so many of the privileged children who could not go to school were hanging out on the streets and lack of quality of education and facilities at the time and knowing that there was so much gap in people in the families... the families that could afford the education; the rich would send children to best education facilities in Nigeria... the poor could not do that... they are roaming around on the streets... and if they could afford, they would send them to the minimal educational facilities or institutions”

Hard Work – “Dream was to be a professional, to be trained as a teacher or a nurse; lived with parents and 3 other siblings; parents were very, very hard working... Mother was a seamstress who made clothing; father was a laundryman who in US as dry cleaners, but in the case of my father, he did not have a shop and in those days he had to be a laundry man and go and collect the clothing and bring them home and wash with the hands and iron... not an electrical... a coal iron...”

Standards Focus:

- **6.1 (speaking/listening)** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.
- **6.2 (reading)** - Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.
- **6.5 (language)** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Strategies & Outcomes:

Policy Debate (Case Study) – choosing an culturally relevant case (i.e. TMT), students will adopt frameworks and lenses from different layers and levels of policy influencers and participants within global educational policy impacting refugees and war-torn countries; students will engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Situational Comparison – students will generate a Venn diagram-driven comparison between the education amidst conflict (drawing from our readings, the case, the additional reading, our mock trial, and the policy debate) and their life; this will serve as an opportunity to determine the theme and details of each setting and to demonstrate expressive, figurative language in describing themselves, their educational opportunity, the challenges that others face, and the overlap; this is self to text, but also self to world.

Chapters from Rose's Book – students will read at least 1 chapter of Rose's book each night for HW; students will come into class the next day with background and personal knowledge.

Supporting Text: Educational Analysis | Nigeria & the Biafran Civil War

Pre Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education?

Following the dispersion of the colonial British, there was left a vacuum of leadership and educated officials within higher ranks of government and economic departments across the country. Many Nigerians, if granted access and/or scholarship, came to the United States to study in the early- to mid-1960's, with ambitions to head back to their native Nigeria to serve at higher levels of state and government. According to Akyeampong (as cited in Onwughalu, 2011, p. 22), "students returned to Nigeria after graduation to supply the workforce urgently needed by the new government to rebuild the nation". It is evident that there was strong demand for graduates with higher education degrees, ready to fill an apparent void, but unfortunately the higher education system was not established (even pre-conflict) enough to home grow diplomats, government workers, and state officials.

On a local level, in villages across the country, as well as larger cities such as Abuja (capital), Lagos, and Kano, educational opportunities were provided for primary and secondary ages in a somewhat isolated, village-by-village fashion. Dr. Ihedigbo describes walking to school in her

village as part of daily life growing up, but by no means felt like a policy-driven, statewide system delivering high quality programming and results.

During Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education during the conflict context?

Per Dr. Rose Ihedigbo, regular schooling was no longer an option once rebel and government fighting came close enough to her village and state-provided schools were shuttered. This is supported by Igbokwe (as cited in Ugochukwu, 2011, p. 243), as he states, “Most children in Biafra did not go to school regularly during the war,” and further details life and struggle within refugee camps. Rose was fortunate to stay in her village during the war, and along with other children in her village, she was “blessed” by the arrival of Reverend Billy Roberts, a missionary from the United Kingdom (*ironic, that the same country who had colonized and demoralized this nation for so long was now sending people to provide education and thus economic mobility*). While village and state-provided school was shut down during the conflict years, missionary-provided schooling was what Rose and her classmates had access to, and these are the years that made a significant impact on her faith and the trajectory of her life. This education may not have been ideal or contiguous to her previous schooling, but it was open to all in the village and it made sure that children had a place of nurturing and development during those brutal years of the Biafran War.

Founded in 1960, the University of Nigeria, Nsukka, was a federal university located in the Enugu State of Nigeria. During the war, the university was temporarily renamed the University of Biafra, signifying the independence of the region and subsequently the educational institution (Ugochukwu, p. 238). Such a symbolic shift no doubt undermined the sustainability and reputation of the institution, and it served as a pawn in the regional war for land and independence (*the name changed back after the war ended*).

Looking back, we can see the importance that education played in the eastern part of Nigeria known as the Biafran region, which was rich with natural resources (oil). As detailed by Nafziger (as cited in Stewart, 2009, p. 10), “many Igbos migrated to their home regions in the eastern part of Nigeria and became a powerful lobbying group for an independent Biafra, in which they now had a vested economic interest”. It is interesting that at the same time the Igbo people were beginning to understand the economic security that was beholden to sound natural resource infrastructure, the main reason Nigerians arrived to the United States as the war ended was not because they were in refuge, but rather because they were looking to attain education and return to Nigeria (Onwughalu, p. 22). Education, at least the level required to have a piece of this economic action, was not preferred in-country, it seems, and in order to climb the political and economic hierarchy at home, one left – to the U.S., primarily – and then returned home educated, sought after, and ready to rise. Thus, education was unavailable to those still in refugee camps, those without the economic means to emigrate, and those who had not maintained their educational trajectory through the war.

As detailed in the previous conflict analysis, policies were focused on guerilla warfare and literally starving the Biafran forces into submission; educational delivery was all but absent and as detailed in Dr. Ihedigbo’s case, school shuttered as the war wore on, and schooling was then piecemeal by those who had the purpose (in her case a missionary) and means to deliver it to children within isolated villages on either side of the Biafran divide.

Post Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education?

Supported by the funds of the late Nigerian nationalist politician Nnamdi Azikiwe, Igbo youth were still able to immigrate into the United States for higher education (Bersselaar, 1999, p. 10). While state options existed, this still seemed like the best option for those looking to enter politics and help strengthen a fragile, post-conflict state, as described earlier by Nafziger and Onwughalu. Again, unavailable to those in refugee camps whose education had halted, or those who did not have the economic means to emigrate. Thus, a bifurcated educational trajectory continued with those whose economic means provided them a pathway and attained post-secondary education, and those who were left behind and scrapped for primary and secondary qualifications and then remained in the villages and towns where economic opportunities existed; this was Dr. Ihedigbo's case, along with many others from her village until her husband Appollos left to the United States and she followed. The higher education infrastructure and opportunity hardly existed before the war, and certainly after it was understood that to "become educated", one must leave their home country. How said and ironic at the same time.

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Week 4 | Rose's Lessons: The Importance of Education, Giving Back, and Service

Values Engaged:

- **Higher Education** – “It was a good thing to see a child going through elementary and then secondary school, and that was the mixed middle and high school... and then going into college; those were very great opportunities for me because not every child received an education... when I graduated from HS I went into teacher college; started there for two years and acquired a teaching certificate which enabled me to become a teacher.”
- **Mentorship** – My mentor was at UMASS... who was also the lead chairperson of my dissertation at UMASS... professor Ernest Washington... He was able to assist me in working through masters and dissertation and achieving doctorate; I had a great man who assisted and directed me in course to choose and what to do; And he has had a profound impact on me.”
- **Giving Back** – Hope Africa, Appollos went to Nigeria to start the school, and he died there, and if people can help support Hope Africa, we are offering scholarships to students of African descent, to support them to acquire education... that is our goal... every child will receive a quality education in their

lives..."

- **Service** – *So our goal is to go back to Nigeria after receiving education here in the US and create the institutions and the education will help young people to acquire education and prosper towards their goals and their careers*

Standards Focus:

6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.

6.3 (speaking/listening) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson Strategies & Outcomes:

Analysis of Story – short analysis around how an author develops the point of view; in this case, Rose telling her own story; analyze her story compared to our reading, research, and class discussion; further bridge story to self.

Class Debate – based on analysis, students will choose between perspectives to debate the equity of public education with the US, war torn countries, and the world at large; we will use similar frames from local case studies to engage in collaborative discussions, while also presenting claims and findings, sequencing ideas, and building off of others

Individual Speeches – students will have the opportunity to read their analysis, their situational comparison, or a journal entry; working on presenting claims, sequencing, using appropriate eye contact, adequate volume, and clear pronunciation.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Values Walk – students will each design a poster with their discovered values and those that resonate with them from Rose and will post them around the room; students visit others posters, commenting and offering alignment, and ultimately collaborate visually and within class around each other's values.

Chapters from Rose's Book – students will read at least 1 chapter of Rose's book each night for HW; students will come into class the next day with background and personal knowledge.

Week 5 | Connections to Self, Expressions of Values

Values Engaged:

Dreams – *"Every child dreams to be someone important some day... Determined to continue education... A dream of coming to the US to come to and do that"*

Goals – *"A goal was an impact on education while not knowing what it would do in the future for me"*

Student-driven values to pass on – “Young people no matter what they want to do... know that they can not be disappointed if things are not working out at the beginning... pass down stories.”
o Also, to be determined by students.

Standards Focus:

6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Strategies & Outcomes:

Summative Project – linking together the lessons that we have learned from Rose’s values, from her story, from the conflict we studied, from the educational context, from the case studies we engaged in, from the debate, the mock trial, the writing pieces, and the Harkness discussions, students will choose a value, a goal, and a dream to commit to; the content and format of their final project is up to them to decide, as long as it demonstrates mastery of the reading, writing, and language standards.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Class Presentations – students will each have an allotted amount of time to present their summative projects to their classmates.

Gallery Walk & Showcase – after presentations, there will be a gallery style exhibit for fellow classes, teachers, and community members to come in and join in on the values, goals, and dreams of our students.

Reflection & Peer Feedback – all students will not only reflect on their own five-week journey, but they will also offer feedback to each of their peers (part of the listening to presentations and offering gallery walk feedback); this will close out the unit.

END EXAMPLE

Attachment E – Student’s Typical School Day

6th grade student, Kainalu / Fall 2017, November

7:55AM	Kainalu arrives to school and heads to advisory for morning huddle
8AM	Teacher calls attendance; today is Kainalu’s day to give the opening. He reads a poem he wrote the week before in English class. On the way out to Block A, Kainalu gives teacher ILDP reflection from night before.
8:10AM	BLOCK A English begins with a do now, partner sharing, a mini lesson, and then rolls into a Socratic seminar to examine text from a local author; students break into small groups, framed by protocol, and end with take-home work to push thinking. Passing time.
9:35AM	BLOCK B Science begins with a hands on lab examining local plants, flowers, and natural specimens under a microscope; students then describe components of these specimens, where they are found in the islands, their cultural significance, and how they interact with the larger ecosystem. Kainalu turns in work, knocks out a quick quiz; lunch time.
10:55AM	LUNCH At lunch Kainalu takes a breather, enjoys musubi, talks story.
11:25AM	BLOCK C Math begins with group homework moderation and solution-finding, quick mini-presentations per group, and rolls into working with percentages in the context of Hawai‘i census data comparing income levels, crime rates, and other indicators; students then reflect upon findings and group-design headlines, grounded in data, that highlight the assets and challenges of each community. Quick mini-presentations to class, homework is assigned; Block D.
12:50PM	BLOCK D Hawaiian Studies begins with students pairing up to build Venn Diagrams comparing Ancient Polynesian culture to today’s contemporary Hawaiian culture as part of the <i>Polynesia: A Look Into the Past</i> module. A gallery walk is next, followed by stations focused on ancient mapping, stars, and navigating. Kainalu closes the block with reflection and lingering questions for deeper research. Bell rings and Dream Block begins.
2:10PM	DREAM BLOCK Today’s focus is on identity. Students self-identify into various groups (Hawaiian, Kama‘aina, Haole, etc.) and engage in staff-supported discussion questions and sharing protocols; personal journaling; groups then present and comment on intersectionality and shared values.
2:50PM	CLOSE The day closes with a word from each student and Kainalu heads to Hale Pono.

Attachment F - Teacher's Typical School Day

Ms. Ramon, English Language Arts, 7th | Thursday

8-8:08AM (8 min)	Check attendance wall (students self check-in to increase efficiency) and morning protocol begins; today a student is reading a poem and another student leads breathing and focus exercises. 8:08AM - students transition to first class and Ms. Ramon welcomes her Block A kids.
8:10-9:30AM (80 min teaching block)	BLOCK A Do Now and partner sharing rolls into quick mini lesson that and Socratic seminar with text from a local author; students break into small groups, framed by protocol, and class closed with “ah-ha moments” and student feedback. Instructional Coach popped in for 20 minutes of class and offers a few pieces of feedback.
9:30-9:35AM (5 min break)	Quick passing time break; fill water bottle, say hi to another teacher; welcome students
9:35-10:55AM (80 min teach)	BLOCK B Block A lesson with student and Instructional Coach feedback woven into protocols and classroom rhythm.
10:55-11:25AM (30 min lunch)	LUNCH Ms. Ramon closes her door and heads to another teacher’s room to eat lunch and debrief yesterday’s DreamHouse block; Ms. Ramon is hoping for ideas to plan this Friday’s Dream Block that she has signed up for.
11:25-12:45AM (80 min teach)	BLOCK C 3rd time teaching lesson and is catching a rhythm now; slight changes from last two blocks’ feedback, but all in all, strong class with minimal homework assigned due to students’ productivity; Ms. Ramon holds two students after to talk about catching up on a project.
12:45-12:50PM (5 min break)	Passing time, but Ms. Ramon has D Block as prep (1 of 3 80 minute preps this week); she is done teaching content for the day.
12:50-2:10PM (80 min prep)	Block D Ms. Ramon has scheduled a co-planning session for an upcoming unit and series of lesson plans with instructional coach; they spend time embedding DreamHouse Matrix components and sketch summative assessment; Special Education lead joins for 15 minutes to discuss differentiation strategies and RTI supports.
2:10-2:50PM (40 min)	DREAM BLOCK Today’s focus is on leadership. Protocol: each student spends 15 minutes reviewing ILDP (Infinite Campus), 15 minutes sharing strengths / gaps in small groups (student-led), and 10 minutes co-planning improvement strategies for grades or another DreamHouse component.
2:50-3PM	CLOSE The day closes with a word from each student (whole group) and Ms. Ramon heads back to her room to reflect.

Attachment G - Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (e.g., 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Middle School Staffing Model and Rollout

YEAR (Assume 3% salary increase / year) Grade:	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity 7
	2017 6	2018 6,7	2019 6,7,8	2020 6,7,8,9	2021 6,7,8,9,10	2023 6-12
School Director (1.0 FTE) (no increase)	80,000	80,000	80,000	80,000	80,000	80,000
Assistant School Director (1.0 FTE)	-	-	-	65,000	66,950	71,027
Add'l School Leadership [Instructional Lead] (1.0 FTE)	60,000	61,800	63,654	65,564	67,531	71,643
Add'l School Leadership Position 2 [Special Education Lead] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
Add'l School Leadership Position 3 [Operations Manager] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
6 th Teachers (Core Subjects) (4.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7 th Teachers (Core Subjects) (4.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Teachers (Core Subjects) (4.0 FTE)	-	-	50,000	51,500	53,045	54,636
6 th Teachers (Specials) (1.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7 th Teachers (Specials) (2.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Teachers (Specials) (2.0 FTE)	-	-	50,000	51,500	53,045	54,636
7 th Student Support (Special Ed; 1.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Student Support (Special Ed; 1.0 FTE)	-	-	50,000	51,500	53,045	54,636
Specialized School Staff 1 [specify]	-	-	-	-	-	-
Specialized School Staff 2 [specify]	-	-	-	-	-	-
Teacher Aides and Assistants	-	-	-	-	-	-
School Operations Support Staff	-	-	-	55,000	56,650	60,100
Total Middle School FTEs	9	16	23	25	25	25
Total Middle School Salaries	500,000	862,200	1,236,078	1,390,760	1,430,083	1,512,303

High School Staffing Model and Rollout

Title <i>(Assume 3% salary increase / year)</i> Grade:	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity 7
	2017	2018	2019	2020	2021	2023
	6	6,7	6,7,8	6,7,8,9	6,7,8,9,10	6-12
School Director, Assistant School Director, Add'l School Leadership Positions, School Operations Support Staff	(Hold From Above)					
9 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	50,000	53,045
11 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	-	51,500
12 th Teachers (Core Subjects) (3.0 FTE)	-	-	-	-	-	50,000
9 th Teachers (Specials) (2.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Teachers (Specials) (2.0 FTE)	-	-	-	-	50,000	53,045
11 th Teachers (Specials) (2.0 FTE)	-	-	-	-	-	51,500
12 th Teachers (Specials) (2.0 FTE)	-	-	-	-	-	50,000
9 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	50,000	53,045
11 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	51,500
12 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	50,000
<i>Specialized School Staff 1 [specify]</i>						
<i>Specialized School Staff 2 [specify]</i>						
<i>Teacher Aides and Assistants</i>						
Total High School FTEs	0	0	0	7	14	27
Total High School Salaries	0	0	0	350,000	710,500	1,414,269

Total Middle School FTEs	9	16	23	25	25	25
Total Middle School Salaries	500,000	862,200	1,236,078	1,390,760	1,430,083	1,512,303
Total High School FTEs	0	0	0	7	14	27
Total High School Salaries	0	0	0	350,000	710,500	1,414,269
TOTAL MS & HS FTES	9	16	23	32	39	52
TOTAL MS & HS SALARIES	500,000	862,600	1,236,078	1,740,760	2,140,583	2,926,573

Introduction

Research and professional leadership standards identify specific ways in which principals directly influence school organization and community relationships and exert less direct, but critically important, influence on teaching quality and instructional effectiveness. Principals' roles are central to supporting and supervising teachers' instructional practices and in guiding organizational purpose and vision, particularly to enact the high expectations for all students in No Child Left Behind (NCLB) and the current focus of programs related to the Elementary and Secondary Education Act (ESEA). With this in mind, evaluating principals to improve their performance has become a key school improvement strategy.

Additionally, the School Improvement Grants (SIG), awarded by the U.S. Department of Education to support focused school improvement efforts, emphasize the principal's role in improving student achievement. The American Recovery and Reinvestment Act (ARRA) of 2009 allocated funding to improve state and local education systems through the Race to the Top (RTTT) Fund, providing \$4.35 billion in competitive grants for states. According to the U.S. Department of Education (2009), RTTT is designed to encourage and reward states that are creating the conditions for education innovation and reform. Two core areas of focus in the RTTT Fund strongly highlight the importance of principals in educational reform:

- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- Recruiting, developing, rewarding, and retaining effective teachers and principals

Principals of schools needing significant improvements must expand their knowledge and develop new skills. Research indicates considerable principal turnover in low-performing urban and rural schools that also have less experienced principals. The challenge to states is how to collect and analyze data about principal performance that will guide both improving practice and achieving goals. Data systems to inform teachers and principals require effective evaluation methods that are linked with

systems of support to recruit, develop, reward, and retain principals on the job, particularly in struggling schools.

Purpose

This report provides state and district policymakers with information about currently operating state policies and systems of principal evaluation. In particular, policymakers seek evaluation policies and strategies for improvement and accountability of principals for school outcomes. Because state systems are complex and have very different policy contexts, the information in the following pages provides snapshots rather than full details about states' principal evaluation systems.

This policy brief does not endorse any particular state model or policy approach to

principal evaluation. Rather, given the array of strategies available, these data are intended to inform policy deliberation and foster communication among states and districts seeking to develop and use effective principal evaluation strategies. When available, the web sources and addresses are provided so that users can directly access the descriptions and resources for additional details.

Methods

A template for describing state policies and systems of principal evaluation was developed in response to policy makers' requests for information. A scan of state websites to determine what and how much information was available was then used to refine the template and identify comparable data across state systems. Categories of data in the template were revised during the process so that information is as clear and consistent as possible across the states' different approaches. State education agency (SEA) websites were the primary source of data, and SEA staff in each state reviewed the information for accuracy.

Many states indicate that changes are currently under way in their principal evaluation systems. Six states were identified for this

report because they have several years of policy development and experience with implementing their principal evaluation systems. These states also provide information on their websites about the policies and systems. The information from these states captures the most significant issues in state systems and describes a range of state approaches to the evaluation of principals. The six states included here are:

- › [Delaware](#)
- › [Iowa](#)
- › [New Mexico](#)
- › [North Carolina](#)
- › [Ohio](#)
- › [South Carolina](#)

State Profile Categories

Each state template is organized according to the following categories:

» Summary

Short descriptions provide a broad overview of state approaches. These may help orient readers to elements of the state system that best fit their own interest areas.

» Policy Context

System Development: Differences in how states developed their principal evaluation systems provide a context for understanding each system's structure and features. Each of the states engaged in development processes over several years from inception to current implementation.

State and District Responsibilities: Traditionally, principal evaluation has been a broad state requirement, with districts responsible for the content, processes, and uses of data. In these states, principal evaluation is still required by states but varies in shared responsibilities of states and districts for the content, processes, and data uses.

» Structure of the System

Purpose: The evaluation literature emphasizes the importance of clear purpose in designing a system that provides valid, reliable, fair, and useful data for decision-making. Different types of purposes are reported in these states, including specifying how the results should be or are being used.

Features: State documents describe major features of the principal evaluation systems highlighting specific approaches,

commitments, and strategies such as engaging practitioners, using research, or requiring specific measures.

Components: States use a variety of basic components in a system for principal evaluation, such as formative and/or summative meetings, data collection tools, reviews, and reports. The components provide the structure for those implementing the system.

Process and timeline: The principal evaluation systems have varied requirements and options for scheduling and carrying out evaluation processes. The evaluation process and timeline may also vary for new principals or those struggling to meet expectations.

Alignment to leadership standards: All of these states report that national professional leadership standards were an important contributor to the principal evaluation system. Leadership standards were also often used in developing the evaluation instruments and reporting frameworks.

Sources of information and measures: Some of the state documents indicate the types of information and/or products that should be collected as evidence of performance. They suggest data sources and artifacts that are appropriate for particular performance ratings.

Ratings: Some states describe their evaluation ratings and provide examples of their rating scales or scoring rubrics.

Implementation

Differentiation: Some states implement their system for all principals. Others describe ways in which principal evaluation practices are altered for specific administrators, for example, assistant principals, new principals, or principals who are identified as needing improvement. The practices vary in content of the evaluation, frequency of observations, and type of evidence used.

Connection to Student Achievement: All six states indicate that student achievement data must be considered as part of the principal evaluation process. Detailed data are not available from the web sources.

Evaluator Details: Evaluator expertise and training is key to quality and consistency of evaluation. Some states describe criteria for evaluator selection, roles of evaluators, and requirements for evaluator training.

Tools, Instruments, and Forms: Examples of state resources and other documents are listed that could be useful to other districts and states. Sources for these resources are provided at the end of each state report.

Changes in Progress: When reviewing these summaries, some SEA staff indicated modifications to their systems are under way. Additionally, three states profiled in the overview received RTTT grants that may modify their current principal evaluation systems. Planned changes or extensions are described.

Principal Evaluation Policies and Practices: Delaware

Summary

The Delaware Performance Appraisal System for Administrators (DPAS II), as outlined by the state department of education, must be implemented by all districts. The system consists of five equally weighted features: vision and goals; culture of learning; management; professional responsibilities; and student improvement. Under revised regulations, student growth will be the critical factor for determining leader effectiveness. DPAS II focuses on professional growth, continuous improvements, and quality assurance. This system differentiates effectiveness using multiple rating categories; takes student growth into account; and requires the provision of timely and constructive feedback.*

Policy Context	
SYSTEM DEVELOPMENT	<p>A committee of educators, primarily administrators, developed DPAS II in response to legislation requiring new methods of personnel assessment in Delaware's schools. The design of DPAS II was driven by the Delaware Administrative Standards, adapted from the Interstate School Leaders' Licensure Consortium (ISLLC) standards. It aligns the evaluation of school and district administrators with student learning and school improvement. DPAS II became effective for all public schools and charter schools beginning with the 2008-2009 school year.</p> <p>The state continues to solicit feedback on DPAS II and refine the system accordingly. Delaware regulations require the Delaware Department of Education (DDOE) to conduct an annual evaluation of DPAS II, including, at a minimum, a survey of teachers and evaluators. (<i>Source: Race to the Top Application</i>)</p>
STATE AND DISTRICT RESPONSIBILITIES	Districts must implement DPAS II as outlined by the state department of education.
Structure of the System	
PURPOSE	<p>DPAS II has the following purposes:</p> <ul style="list-style-type: none">» Professional growth – focused on enhancing an educator's skills and knowledge» Continuous improvement – focused on an educator's commitment to continuously improving performance so that student achievement is continuously enhanced» Quality assurance – focused on the collection of credible evidence about an educator's performance

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

PURPOSE (CONTINUED)	Districts participating in the Race to the Top application will be required to use educator evaluations as a primary factor in teacher and principal development, promotion, advancement, retention, and removal.
FEATURES	<p>DPAS II is grounded in research and an understanding of leader performance in high-achieving schools.</p> <p>The DPAS II system provides a strong focus on teaching and learning. The data and evidence collected as part of the process should be embedded in the administrator's ongoing work.</p> <p>Administrator progress and success is measured in five features:</p> <ol style="list-style-type: none"> 1. Vision and Goals 2. Culture of Learning 3. Management 4. Professional Responsibilities 5. Student Improvement
COMPONENTS	<ul style="list-style-type: none"> » Goal setting » Conferences (formative and summative) » Surveys » Data collection
PROCESS AND TIMELINE	<p><i>Inexperienced administrator</i> conferences typically occur three times over a one-year evaluation cycle:</p> <ul style="list-style-type: none"> » In the late summer or early fall for agreement on goals » Mid-year for progress discussions followed by completion of a Formative Feedback Form » Late spring or early summer for a summative conference, followed by a completed Summative Evaluation Form

PROCESS AND TIMELINE (CONTINUED)	<p><i>Experienced administrator</i> conferences typically occur at least four times over a one- or two-year evaluation cycle:</p> <ul style="list-style-type: none"> » During the summer or early fall of the first year for agreement on goals » Mid-year each year to discuss progress » During the summer of the first year to review progress on goals and establish goals for the upcoming year » At the end of the second year to discuss results and complete the summative evaluation <p>The timing of this cycle is recommended, and districts may change it depending on their needs.</p>
ALIGNMENT TO LEADERSHIP STANDARDS	<p>The design of DPAS II was driven by the Delaware Administrative Standards, which align with the ISLLC standards.</p>
SOURCES OF EVIDENCE AND MEASURES	<p>State guidance provides possible sources of evidence for each of the five required features. Examples of evidence include descriptions of procedures and processes, district or building policies, individual professional growth plans, and student achievement results.</p>
RATINGS	<p>Currently, each of the five components of DPAS II is weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.</p> <ul style="list-style-type: none"> » Satisfactory Performance – Demonstrates acceptable performance by meeting at least three of the four criteria outlined in each of the five components of DPAS II for Administrators. » Unsatisfactory Performance – Demonstrates unacceptable performance on two or more of the four criteria outlined in each of the five components of DPAS II for Administrators. <p>The Summative Evaluation includes one of three overall ratings:</p> <ul style="list-style-type: none"> » Ineffective indicates that the administrator has received zero, one, or two Satisfactory Component Ratings out of the five Appraisal Components, and the administrator has received an Unsatisfactory Component Rating in the Student Improvement Component. If an administrator's overall Summative Evaluation rating is determined to be Needs Improvement for the third consecutive year, the administrator's rating shall be re-categorized as Ineffective.

RATINGS (CONTINUED)	<ul style="list-style-type: none"> » Needs Improvement indicates that the administrator has received one or two Satisfactory Component Ratings out of the five Appraisal Components, including a Satisfactory rating in the Student Improvement Component. Or, the administrator has received three or four Satisfactory Component Ratings out of the five Appraisal Components and the administrator has received an Unsatisfactory rating in the Student Improvement Component. » Effective indicates that the administrator has received a Satisfactory Component Rating in at least three Appraisal Components including the Student Improvement Component, and the administrator does not meet the requirement for Highly Effective. » Highly Effective indicates that the administrator has a Satisfactory Component Rating in four of the five Appraisal Components and that the administrator's students on average achieve high rates of student growth, that is, more than one grade-level improvement in an academic year.
Implementation	
DIFFERENTIATION	<p>Inexperienced administrators and administrators whose performance appraisals state Needs Improvement or Ineffective must participate in an annual appraisal cycle. Experienced administrators whose performance is Effective or Highly Effective may be appraised over a two-year period.</p> <p>Individual school administrators are not expected to attain high performance levels on all standards at the same time in their careers. More likely, they will focus time and energy on certain standards and performances directly related to their current administrative role. Therefore, performance on standards may vary over an administrator's career depending on the school or district's needs and the administrator's role within the school or district.</p>

<p>CONNECTION TO STUDENT ACHIEVEMENT</p>	<p>The fifth component of DPAS II is student improvement. Evidence of principal performance includes analyzing multiple measures for both the overall level of student performance and the equitable distribution of performance among sub-groups of students. Data may include, but are not limited to:</p> <ul style="list-style-type: none"> » School accountability data » State assessment online scores » District-administered tests » Longitudinal studies » Scores of external tests (SAT, AP) <p>Under revised regulations, student growth will be the critical factor for determining leader effectiveness. The exact definition and measurement of student growth will be determined between January 2010 and July 2011, when the new regulations go into effect.</p>
<p>EVALUATOR DETAILS</p>	<p>Evaluators need to complete DPAS II training developed by the DDOE. The training includes techniques for observation and conferencing, content and relationships of ISLLC standards, and a thorough review of the <i>DPAS II Guide for Administrators</i> and activities in which participants practice implementation of DPAS II procedures. Upon completion, evaluators receive a certificate of completion, which is valid for five years and is renewable upon completion of professional development focused on DPAS II as specified by the DDOE.</p>
<p>TOOLS, INSTRUMENTS, AND FORMS</p>	<p>DPAS II Forms include:</p> <ul style="list-style-type: none"> » Goal Form – Administrator » Delaware Administrator ISLLC Standards Survey Form » Professional Responsibilities Form – Administrator » Formative Feedback Form – Administrator » Summative Form – Administrator » Improvement Plan – Administrator » Challenge Form – Administrator <p>(All are found in <i>Delaware Performance Appraisal System: Guide for Administrators</i>. See sources at the end of this state.)</p>

<p>CHANGES IN PROGRESS</p>	<p>Under the revised regulations, student growth will be the critical factor for determining teacher and leader effectiveness. The exact definition and measurement of student growth will be determined between January 2010 and July 2011, when the new regulations go into effect. The Delaware Secretary of Education will determine the definition and means for assessing student growth. It will represent some level of change in achievement data for an individual student between two points in time, as well as any other measures that are determined to be rigorous and comparable across classrooms, in accordance with the new regulations.</p> <p>The state will recruit, train, and deploy a corps of “development coaches.” These coaches will support principals, superintendents, and charter directors in the transition to a more rigorous, transparent evaluation process, reduce the administrative burden to evaluators, and improve the accuracy and calibration of DPAS II assessments.</p> <p>(Source: RTTT Application)</p>
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Sources

Delaware Department of Education. *Delaware Performance Appraisal System: Guide for Administrators*. 2008. Retrieved October 22, 2010, from <http://www.doe.k12.de.us/csa/dpasii/default.shtml>

Delaware Department of Education. *Race to the Top Application*. Retrieved February 24, 2011, from <http://www2.ed.gov/programs/racetothetop/phaser-applications/index.html>

Principal Evaluation Policies and Practices: Iowa

Summary

Iowa is a district-based system within broad parameters set by the state, with extensive models, resources, examples, and training that were developed in collaboration with intermediary organizations and professional associations. The state adapted the Interstate School Leaders Licensure Consortium (ISLLC) standards for the Iowa Standards for School Leaders (ISSL), with 35 research-based criteria, as the foundation for state's principal evaluation system. Standards, timelines and district responsibilities are major features of the state's approach to principal evaluation.*

Policy Context	
SYSTEM DEVELOPMENT	In 2006, Iowa adopted the ISSL, modeled after the ISLLC standards but modified to include additional research with 35 criteria as the basis for the state's administrator evaluation system. During the 2007 legislative session, districts were directed to develop and implement an evaluation system for administrators. The Iowa Department of Education (IDE) worked in collaboration with intermediary organizations and professional associations, such as the School Administrators of Iowa (SAI) and the Iowa Association of School Boards (IASB), to develop and provide examples and samples of principal evaluation program components for districts to use or adapt. (Source: NASBE)
STATE AND DISTRICT RESPONSIBILITIES	Districts must align their evaluation systems with the ISSL and follow the state requirements about the minimum frequency for evaluation. The state also sets forth overall guidance about the administrator evaluation system and works with intermediate agencies and associations to provide models and examples for districts to use when developing their systems.
Structure of the System	
PURPOSE	The system is focused on professional growth and improving principal performance related to state standards and district goals for school improvement.
FEATURES	The system: <ul style="list-style-type: none">» Aligns local evaluation with the ISSL» Is intended to acknowledge strengths and improve performance» Connects academic, social, emotional, and developmental growth for all students in the building/system

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

FEATURES (CONTINUED)	<ul style="list-style-type: none"> » Recognizes the importance of a principal's role in improving the culture of the learning community » Includes research-based criteria about effective principal behaviors, which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate, and useful » Provides opportunities for personal and professional growth as a facilitator/leader of learning » Is ongoing and connected to school improvement goals » Aligns building and district goals with community members' vision for education.
COMPONENTS	<ul style="list-style-type: none"> » State leadership standards » District decisions about Individual Professional Development Plans (IPDP) and Comprehensive School Improvement Plans (CSIP) » Evaluator training » Yearly reviews » Three year summative evaluations.
PROCESS AND TIMELINE	<p>Each district and local board of education develops the review form and criteria for principal evaluation, using resources from IDE and others. Following their initial year, career administrators are evaluated annually based on the six ISSLs. The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position.</p> <p>After the initial comprehensive/summative evaluation, the law requires an annual formative assessment around the principal's IPDP. The three-year summative evaluation requires documentation of competence on the six ISSLs, meeting district expectations drawn from the district's CSIP and building improvement plan, IPDP attainment, and other supporting documentation.</p>

PROCESS AND TIMELINE (CONTINUED)	<p>The process includes:</p> <ol style="list-style-type: none"> 1. The principal and superintendent/designee clarify vision, mission, and district goals. 2. The principal and superintendent/designee review the job description and performance review process, forms, indicators, timelines, and possible supporting documents/information/data to be used to measure performance. 3. The principal, in collaboration with the superintendent/designee, develops an IPDP that aligns district, school, and individual goals that are measurable and attainable. Districts can use processes, such as a SMART goal framework and/or other resources available. Samples can be found on School Administrators of Iowa (SAI) website under “Resources.” 4. The superintendent/designee reviews processes and forms with new administrators. 5. The principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee. 6. The principal and superintendent/designee discuss annual progress reports regarding IPDP goals. 7. Changes may be made as a result of the discussions. Remediation targets (if any) are included in the final document(s) as a confidential, personnel record. 8. A copy of the final written performance review form is placed in the principal’s personnel folder. <p>(Source: SAI)</p>
ALIGNMENT TO LEADERSHIP STANDARDS	<p>Both the State Board of Education and the Board of Educational Examiners adopted the six ISSL standards. The standards, modeled after the ISLLC standards and modified to include additional research, and the accompanying 35 criteria serve as the foundation for Iowa’s leadership system.</p> <p>(Source: NASBE)</p>
RATINGS	Districts are allowed to make their own ratings determinations.
Implementation	
DIFFERENTIATION	Districts can determine how to differentiate the evaluations.

CONNECTION TO STUDENT ACHIEVEMENT	The comprehensive administrator review process must connect academic, social, emotional, and developmental growth for all students in the building/system.
EVALUATOR DETAILS	Evaluators must have completed training to be licensed and renew their license every five years. During the past two years, the Evaluator Advisory Committee, represented by schools, area education agencies, colleges/universities, Board of Educational Examiners, SAI, IASB, and the IDE have been meeting to analyze data regarding evaluation, reading and reflecting on research, and seeking best practices in evaluations that improve teaching and learning. The committee is designing Evaluator Approval Levels and training, and providing two levels of training online.
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Iowa Standards for School Leaders » Principal Leadership Performance Review Instrument, which contains the Principal Performance Standards and Criteria » Iowa Individual Administrator Professional Development Plan » Evaluator Training and Approval <p>(All are found on the Administrator Evaluation page of the IDE website. See sources at the end of this state.)</p>

Sources

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Principal Evaluation Policies and Practices: New Mexico

Summary

New Mexico law required the Public Education Department to adopt a highly objective uniform statewide standard of evaluation (HOUSSE-P), which includes data sources linked to student achievement and an education plan for student success (EPSS). Evaluation of school principals and assistant school principals is linked to the leaders' level of responsibility at each school level, along with rules for the implementation of the evaluation system. This evaluation system was developed over a two-year period ending in 2008. All districts and charter schools are required to follow the evaluation format set forth by the New Mexico Public Education Department (NMPED).

Policy Context	
SYSTEM DEVELOPMENT	<p>Beginning in spring 2006, the NMPED convened a series of design teams and work groups, consisting of a diverse set of educational stakeholders, to develop the HOUSSE-P. During summer and fall 2007 they developed the Summer Leadership Academy, where practitioners were trained and provided feedback on the Handbook for the HOUSSE-P; developed the Secondary Scope of Responsibility competency focused on secondary schools; implemented fall regional training where practitioners provided additional feedback; reviewed all feedback; and revised the HOUSSE-P Handbook.</p> <p>By October 15, 2008, each public school district and charter school was required to adopt policies, guidelines, and procedures for annual principal and assistant principal performance evaluation that meet the requirements of rule 6.69.7 of the New Mexico Administrative Code. This rule also established that the format of this evaluation would be established by the NMPED and should be uniform throughout the state in all public school districts and charter schools.</p>
STATE AND DISTRICT RESPONSIBILITIES	<p>The Public Education Department of New Mexico was required to provide the highly objective uniform statewide standard of evaluation, and each school district and charter school is required to meet those requirements.</p>
Structure of the System	
PURPOSE	<p>The primary purpose of this statewide evaluation system is to enhance the performance of principals and assistant principals.</p>

FEATURES	<p>All principals are required to be proficient in five broad domains that have supporting, measurable competencies and indicators: Instructional Leadership, Communication, Professional Development, Operations Management, and (secondary principals only) Scope of Responsibility in Secondary Schools.</p> <p>The HOUSSE-P adheres to the principles of the Code of Ethics of the Education Profession and should be based upon established standards of leader performance:</p> <ul style="list-style-type: none"> » Use multiple measures to assess performance. » Use knowledgeable and fair decision-makers as evaluators. » Provide data for reflection and growth. » Focus upon a limited number of professional goals. » Foster self-diagnosis, self-reflection, and self correction. » Be flexible enough to account for the varying complexities of the role. » Acknowledge the various career stages of the principalship.
COMPONENTS	<p>The following components are required:</p> <ul style="list-style-type: none"> » Self-Assessment » Professional Development Plan (PDP) » Self-Reflection on the PDP » Summative Evaluation
PROCESS AND TIMELINE	<p>Evaluations are required every year of employment, but additional evaluations may be conducted at the discretion of the principal's supervisor or at the request of the principal. At the beginning of employment and continuing regularly throughout the school year, the principal and supervisor should discuss district and school goals for supporting student success that focus on the principal's capacity to meet the performance expectations related to the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) and to accomplish the school's EPSS goals.</p>

<p>PROCESS AND TIMELINE (CONTINUED)</p>	<p>Principals complete a self-assessment that provides the basis to reflect on individual strengths, needs, and growth for professional development. The professional development plan provides a format for the principal and the supervisor to discuss and then develop professional development goals, divided into two stages. Stage I should be completed no later than 40 days after the principal commences his or her contract. Stage II takes place as a mid-year conference when progress on the PDP should be reviewed, discussed, and refined as appropriate.</p> <p>At the beginning of the school duties annually, the principal and the supervisor begin discussions that address how the principal will meet EPSS performance expectations, ensuring consistency with NMPLCI. The discussions include developing an action plan, identifying needed assistance and resources, timelines, and sources of performance data, as indicated on the PDP. During the year, the supervisor conducts no fewer than two site visits to the school. These site visits include random classroom observations to assess the school as a whole and to determine instructional implementation aligned with district and school goals/initiatives.</p> <p>Before the Summative Evaluation is written, the principal completes the Self-Reflection template, where he or she provides a self-assessment of the progress made in meeting the goals set in the PDP as well as a consideration of other strategies to use if employment is continued.</p> <p>For the end-of-the-year Summative Evaluation, the principal and the supervisor meet to review evidence of completion of the PDP. The PDP, Self-Reflection on PDP, and Summative Evaluation are included in the principal's personnel file.</p>
<p>ALIGNMENT TO LEADERSHIP STANDARDS</p>	<p>When creating New Mexico's principal evaluation system, the design teams reviewed literature on effective leadership practice and national standards, as well as the standards of other states to create the NMPLCI.</p> <p>The NMPLCI are divided into four broad domains for all principals: Instructional Leadership, Communication, Professional Development, and Operations Management. For secondary principals serving in middle and/or high schools, proficiency in domain five – Scope of Responsibility in Secondary Schools – is required.</p>

<p>SOURCES OF EVIDENCE AND MEASURES</p>	<p>The principal and the supervisor should collaborate in identifying and collecting multiple types of data that can inform the self-reflection and evaluation process. Data should be collected periodically from important referent groups including faculty, staff, parents, students, and supervisors. All data should be collected and analyzed to understand the principal's abilities and growth trends in each competency area. Some examples of data include:</p> <ul style="list-style-type: none"> » Student performance data » Self-assessment » Yearly district site visit » Principal classroom visits » National standardized tests » Climate surveys » Teacher surveys » Student attendance » Teacher attendance » Teacher turnover » Dropout rates » Discipline referrals » Parent participation in school processes » Graduation rates » Suspension rates » Course failure rates
<p>RATINGS</p>	<p>In the summative evaluation, principals are rated according to the domains of the NMPLCI as either:</p> <ol style="list-style-type: none"> 1. Does not meet competency. 2. Meets competency.

Implementation	
DIFFERENTIATION	<p>By statute, NMPED was required to develop an evaluation system that was “linked to the leaders’ level of responsibility at each school level.” System principles recognize the following:</p> <ul style="list-style-type: none"> » The evaluation process should be flexible enough to account for the varying complexities of the principal’s role. » Various levels of experience and job responsibilities require differing levels of support by others.
CONNECTION TO STUDENT ACHIEVEMENT	<p>New Mexico statutes 22-10A-11(G) require NMPED to adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement. In gathering evidence for their evaluation, principals are asked to provide student performance data.</p>
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Self-Assessment (Form A) » Professional Development Plan (Form B) » Self-Reflection on Professional Development Plan (Form C) » Summative Evaluation (Form D) <p>(All are found in <i>HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico</i>. See source below.)</p>

Sources

New Mexico Public Education Department, Educator Quality Division. *HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico*. 2010. Print. Retrieved February 27, 2011 from <http://teachnm.org/administrators/principal-and-assistant-principal-evaluation-process.html>

Principal Evaluation Policies and Practices: North Carolina

Summary

The North Carolina School Executive evaluation system includes the evaluation process for principals and assistant principals. The evaluation process incorporates required components and a number of optional forms. The required components include an orientation; self-assessments; goal setting and pre-evaluation conferences; data collection and documentation; evaluator observations; mid-year performance conversations; consolidated performance assessments completed by the principal and assistant principal; and a summative meeting. The North Carolina Department of Public Instruction provides extensive training materials to support districts in implementing this evaluation system. An intermediate agency developed this system for North Carolina, and developed a corresponding online evaluation system to enter data and document the evaluation process. *

Policy Context	
SYSTEM DEVELOPMENT	A pilot was conducted in fall 2007 and approved by the State Board of Education in May 2008. The final version of the principal evaluation manual was published in August 2009. Mid-continent Research for Education and Learning (McREL) developed and validated the evaluation instrument for principals. McREL also developed a corresponding online evaluation system to enter data and document the evaluation process. In fall 2010, the evaluation of assistant principals was added to this system and in fall 2011, an aligned instrument for use with instructional central office staff was approved.
STATE AND DISTRICT RESPONSIBILITIES	The state requires a specific process that districts must implement.
Structure of the System	
PURPOSE	<p>The purpose of the principal evaluation process is to assess the principal's performance in relation to the North Carolina Standards for School Executives in a collegial and non-threatening manner. The principal performance evaluation process will:</p> <ul style="list-style-type: none">» Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders.

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

PURPOSE (CONTINUED)	<ul style="list-style-type: none"> » Inform higher education programs in developing the content and requirements of degree programs that prepare future principals. » Focus the goals and objectives of districts as they support, monitor, and evaluate their principals. » Guide professional development for principals. » Serve as a tool in developing coaching and mentoring programs for principals. <p>North Carolina uses evaluations to inform decisions regarding the following:</p> <ul style="list-style-type: none"> » Development of principals through the provision of relevant coaching, induction support, and professional development » Promotion and retention of principals » Granting of tenure and full certification to principals » Removal of ineffective tenured and untenured principals after they have had ample opportunities to improve, using rigorous standards and streamlined, transparent, and fair procedures <p>(Source: RTTT Application)</p>
FEATURES	<p>The principal takes the lead in conducting the evaluation process through self-assessment, reflection, and gathering input from the various stakeholders with an interest in the school leadership. The input and evidence gathered by the principal are not intended to become part of a portfolio. Rather, they should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.</p>
COMPONENTS	<ul style="list-style-type: none"> » Orientation » Principal self-assessment » Pre-evaluation meeting » Data collection and documentation » Evaluator observations » Mid-year performance conversation » Consolidated performance assessment completed by the principal » Summative meeting to discuss the principal's self-assessment, consolidated assessment, and the evaluator's summary evaluation of the principal

PROCESS AND TIMELINE	<p>Step 1: Orientation – The superintendent/designee conducts an orientation with all of the district principals.</p> <p>Step 2: Pre-Evaluation Planning – The principal completes a self-assessment using the North Carolina School Executive: Principal Evaluation Rubric.</p> <p>Step 3: Meeting Between Principal and Superintendent/Designee – The principal and superintendent/designee discuss the results of the self-evaluation, preliminary performance goals, and the evidence and data to be gathered for the evaluation process.</p> <p>Step 4: Data Collection – The principal collects the data agreed upon in Step 3. These data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The superintendent/designee visits the school during this period to observe the environment and interact with teachers and other members of the school community.</p> <p>Step 5: Mid-Year Evaluation Between Principal and Superintendent/Designee – The principal and superintendent/designee focus on the status of goal attainment and mid-year adjustments to action plans that must be made to achieve goals by the end of the school year.</p> <p>Step 6: Consolidated Performance Assessment – The principal synthesizes the information obtained under Steps 4 and 5 to prepare a consolidated assessment or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels are discussed.</p> <p>Step 7: Meeting Between Principal and Superintendent/Designee – The principal and superintendent/designee discuss progress in completing the evaluation process, including the self-assessment, consolidated assessment, and superintendent’s summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal has them readily available to share. At this meeting, the principal and superintendent/designee agree upon performance goals and recommendations for the Professional Growth Plan.</p>
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ALIGNMENT TO LEADERSHIP STANDARDS	Relevant national reports and research focused on identifying the leadership practices that impact student achievement, along with the Interstate School Leader Licensure Consortium (ISLLC) standards, were considered in developing of the seven North Carolina Standards for School Executives.
SOURCES OF EVIDENCE AND MEASURES	<p>Sources of evidence are derived from the principal's self-assessment and feedback process. Feedback from a variety of sources should be collected, including the superintendent, assistant principal, teachers, school staff, community, and students. This evidence may be gathered by:</p> <ul style="list-style-type: none"> » Focus group discussions (teachers, parents, students, staff) » Interviews » Questionnaires » Agendas and meeting minutes » Surveys <p>Additional evidence could include:</p> <ul style="list-style-type: none"> » Degree to which school improvement plan strategies are implemented, assessed, and modified » Evidence of an effectively functioning, elected School Improvement Team » Results from the North Carolina Teacher Working Conditions Survey » Student achievement data » Curriculum planning data » Student dropout data » Teacher retention data » Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas » Record of professional development provided to staff and an assessment of its impact on student learning » Evidence of visible support from the parent community, e.g., Parent Teacher Association attendance, meeting agendas, bulletins

SOURCES OF EVIDENCE AND MEASURES (CONTINUED)	<ul style="list-style-type: none"> » Evidence of team development » Evaluation of classroom lessons » Work of Professional Learning Communities within and tangential to the school » Documented use of formative assessment instruments to impact instruction » Development and communication of goal-oriented personalized education plans for identified students, for example English for Speakers of Other Languages, exceptional children, special education students
RATINGS	<p>A rubric was developed to align with and exemplify the North Carolina Standards for School Executives to be used in conjunction with the standards descriptions. Principal performance is rated as follows:</p> <p>Developing: Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.</p> <p>Proficient: Principal demonstrated basic competence on standard(s) of performance.</p> <p>Accomplished: Principal exceeded basic competence on standard(s) of performance most of the time.</p> <p>Distinguished: Principal consistently and significantly exceeded basic competence on standard(s) of performance.</p> <p>Not Demonstrated: Principal did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.</p>
Implementation	
DIFFERENTIATION	<p>Evaluation instruments were field-tested for assistant principals during the 2009-2010 school year. The State Board of Education approved the use of the evaluation process for School Executives for assistant principals in September 2010. An aligned instrument for use with instructional central office staff was field tested with the standards and evaluation process during the 2010-2011 school year. This instrument was approved for use in September 2011.</p>

CONNECTION TO STUDENT ACHIEVEMENT	Student achievement data are required as evidence, including student testing data and student dropout data, and results of formative assessments.
EVALUATOR DETAILS	<p>Evaluator responsibilities:</p> <ul style="list-style-type: none"> » Know and understand the North Carolina Standards for School Executives. » Participate in training to understand and implement the Principal Evaluation Process. » Supervise the Principal Evaluation Process and ensure that all steps are conducted according to the approved process. » Identify the principal's strengths and areas for improvement and make recommendations for improving performance. » Ensure that the contents of the Principal Summary Evaluation Report contain accurate information and accurately reflect the principal's performance.
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Evaluation training PowerPoint » Timeline » Evaluation process graphic » Crosswalk between standards and recommended artifacts » Principal evaluation scenario » Rubric for Evaluating North Carolina Principals and Self-Assessment Form (Required) » Example of how to score the rubric » Principal Summary Evaluation Rating Form (Required)

<p>TOOLS, INSTRUMENTS, AND FORMS (CONTINUED)</p>	<ul style="list-style-type: none"> » Principal Summary Evaluation Worksheet (Optional) » Goal Setting Worksheet » North Carolina School Principal: Summary Goal Form » Mid-Year Evaluation: Progress Toward Achieving Goals (Required meeting; form online) » Principal Evaluation Process Documentation (Optional) » The North Carolina Standards and Their Practices (Includes very detailed description and potential artifacts for each standard) » Principal Directions Manual for North Carolina Educator Evaluation System (NCEES) Online Evaluation System** <p>(All materials except Principal Directions Manual are found in <i>North Carolina School Executive: Principal Evaluation Process Manual</i>. See sources at end of state.)</p> <p>(**Principal Directions Manual for NCEES Online Evaluation System can be found on the North Carolina Department of Public Instruction's Professional Development website. See sources at the end of state.)</p>
<p>CHANGES IN PROGRESS</p>	<p>Student growth is currently cited as an important outcome for several standards evaluated by the Principal Evaluation Process. To further emphasize that student growth data are essential parts of the evaluation process, beginning in the 2010-11 school year, principal evaluations will be expanded to include an eighth standard, requiring specific documentation of a principal's impact on student growth.</p> <p>After adoption of the student growth component in 2010-11, the definition of an effective principal will be an educator whose students' growth (in the aggregate) meets expectations (one year of expected growth) and whose ratings on the other standards that comprise the North Carolina Educator Evaluation System are at the level of proficient or higher. The definition of a highly effective principal will be an educator whose students' growth (in the aggregate) significantly exceeds expectations (more than one year of expected growth) and whose ratings on all other standards that comprise the North Carolina Educator Evaluation System are at the level of accomplished or higher. Failure to meet a certain performance level on any standard will result in a series of interventions that, if improvement does not occur, can end in dismissal.</p> <p>(Source: RTTT Application)</p>

Sources

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Principal Evaluation Policies and Practices: Ohio

Summary

The Ohio Principal Evaluation System (OPES) is a resource model with no required components that is available to districts to use as they find appropriate. It can be used in whole or part, in current or adapted form. It is designed to be research-based, transparent, fair, and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small). The evaluation system comprises three broad components or dimensions, each of which is weighted equally: a goal setting process; a system of formative assessment and coaching; and measures of effectiveness based on multiple data sources.*

Policy Context	
SYSTEM DEVELOPMENT	In 2006-2007, using standards and research linking school leadership to student achievement and best practice, Ohio developed a state model to evaluate principals, the OPES, which is closely aligned with the Ohio Standards for Principals and Interstate School Leaders Licensure Consortium (ISLLC) standards. The OPES was developed collaboratively by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. In 2008-2009, the OPES was piloted in 19 districts statewide with more than 140 principals; evaluation results from the pilot were subsequently used to modify the OPES. In 2009-2010, efforts focused on scaling this work statewide. (Source: NASBE)
STATE AND DISTRICT RESPONSIBILITIES	The OPES is a resource model. Districts can implement all, parts, or none of it. It is recommended that there be consistency in use of whatever components are employed across all principals in the district.
Structure of the System	
PURPOSE	<p>The system was created to ensure:</p> <ul style="list-style-type: none">» Professional growth through ongoing dialogue between principals and evaluators» Continuous improvement through fostering the growth of knowledge and skills over time» Quality assurance through ensuring high levels of effectiveness <p>Results are used for:</p> <ul style="list-style-type: none">» Incentives

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

PURPOSE (COUNTINUED)	<ul style="list-style-type: none"> » Placement » Dismissals » Professional development
FEATURES	<p>The system was designed to be:</p> <ul style="list-style-type: none"> » Fair and equitable » Research-based » Transparent » Understandable and easy to use for both principals and their evaluators » Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state – in terms of type of school, job assignment, career stage, or type of community) » Formative (developmental) and summative (evaluative)
COMPONENTS	<p>The evaluation system comprises three broad, equally weighted components:</p> <ul style="list-style-type: none"> » A goal-setting process in which standards-based goals are crafted, targets of performance are established, and sources of evidence are identified » A system of formative assessment and coaching that is based on examination of practice against the Ohio Standards for Principals and analysis of student learning data tied to achievement goals » Measures of effectiveness based on multiple data sources (student learning outcomes and skills and knowledge)
PROCESS AND TIMELINE	<ul style="list-style-type: none"> » Meet to establish goals and objectives for the evaluation period, including reviewing and discussing relevant data sources that inform the goals. » Meet to establish the action plans and evidence indicators to be used for formative and summative evaluation; review data collection requirements and establish a timeline for regular communication and feedback that includes face-to-face meetings.

PROCESS AND TIMELINE (CONTINUED)	<p>The recommendations for implementation are as follows:</p> <ul style="list-style-type: none"> » Schedule a minimum of two formative conferences (principal and evaluator) at routine intervals during the evaluation period. At the initial conference, the evaluator should lead a review of the evaluation process, discuss the expectations for both the employee and supervisor, and review the work associated with the goal-setting process. » Administer a 360-degree assessment and parent survey (optional). » Provide the principal with appropriate and timely feedback, resources, and guidance to assist the principal in achieving goals and objectives following conferences. » Formally observe the principal performing assigned duties during the evaluation year; include a pre- and post-observation conference. A written report to the principal describing areas of reinforcement and opportunities for refinement should follow the post-observation conferences. » Conduct a summative evaluation conference followed by a final written evaluation.
ALIGNMENT TO LEADERSHIP STANDARDS	<p>The OPES is tightly aligned and scaffolded with the Ohio Standards for Principals and ISLLC standards.</p>
SOURCES OF EVIDENCE AND MEASURES	<p>Fifty percent of the OPES is based on performance data, including impact on student indicators as demonstrated through value-added scores, student attendance, graduation rates, number of suspensions and expulsions, and percentage of all students in advanced placement classes. The other 50 percent reflects the demonstrated knowledge and skills based on the Ohio Standards for Principals. (<i>Source: Race to the Top Application</i>)</p> <p>Districts can choose from the following instruments:</p> <ul style="list-style-type: none"> » McREL's Balanced Leadership Profile » Vanderbilt's Assessment of Leadership in Education <p>Examples of evidence include:</p> <ul style="list-style-type: none"> » Indicators of student achievement (external and internal data sources) » School or district improvement plans » Customer satisfaction data » 360 assessment by teachers who are supervised by the administrator

SOURCES OF EVIDENCE AND MEASURES (CONTINUED)	<ul style="list-style-type: none"> » Self-assessment using Ohio Standards for Principals » Working Conditions Survey » Observations (sources may include walk-throughs, staff meetings, professional development meetings, an evaluation conference with a teacher or staff member, and/or analysis of student work samples)
RATINGS	A performance rating rubric, under development, will differentiate principal effectiveness using five rating categories (ineffective, developing, effective/proficient, highly effective/accomplished, distinguished). The performance rubric includes indicators that describe observable and measurable behaviors based on Ohio's Standards for Principals for each of the five rating categories.
Implementation	
DIFFERENTIATION	The OPES allows for tailoring work and targets of performance to the type of school, job assignment, career stage, and type of community. (<i>Source: Ohio Department of Education PPT</i>) Modifications may also need to be made for assistant, associate, and vice principals. In those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the more general set of assignments associated with the principal, districts need to use only part of the system (e.g., the goal development process).
CONNECTION TO STUDENT ACHIEVEMENT	Indicators of student achievement, both internal and external, are considered.
EVALUATOR DETAILS	State implementation guidance suggests that in the first year of implementation districts focus on evaluator training and administration of OPES.
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Professional Growth and Development Plan » Analysis of Student Learning Needs » Evidence Criteria » Performance Rating Rubric

<p>TOOLS, INSTRUMENTS, AND FORMS (CONTINUED)</p>	<ul style="list-style-type: none"> » Goal Setting Processes and Instruments: Self-Assessment on Ohio's Standards for Principals, Analysis of Student Learning Needs, Goal Setting, Professional Growth Plan » Formative Assessment and Coaching Form » Summary Evaluation Form <p>(All are found in the <i>Ohio Principal Evaluation System Workbook</i>. See sources below.)</p>
<p>CHANGES IN PROGRESS</p>	<p>This system is currently in 140 schools and will be expanded through RTTT.</p> <p>Beginning in 2010-11, Ohio will collect and publicly report baseline data that include effectiveness ratings resulting from annual principal evaluations. RTTT's goal is that by 2013-14, all participating districts and charter schools will have fully credentialed principal evaluation systems, and 90 percent of principals will be rated as effective, highly effective, or distinguished.</p> <p>Additionally, Ohio will identify multiple measures of student growth that will be a component in determining principal effectiveness ratings.</p> <p>RTTT districts have agreed to use the OPES model or design a local evaluation system aligned to state and federal criteria. Currently, the Ohio Department of Education and the Buckeye Association of School Administrators have launched a training for RTTT districts. Over 40 districts are involved, and there are plans to launch a second cohort in spring 2011.</p> <p>(Source: RTTT Application)</p>

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Principal Evaluation Policies and Practices: South Carolina

Summary

The South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) provides guidance and resources to districts for principal evaluation and professional development. The South Carolina Department of Education conducted a three-year, statewide, collaborative process of developing nine performance standards that are research and standards-based, with evaluation criteria and rubrics for an evaluation instrument, and with statewide evaluator training as a key component. Research on the evaluation instrument provides evidence of reliability and validity. The evaluation is a year-long process of goal setting, data collection, and meetings with the supervisor/evaluator for feedback, coaching, and ratings. The process is focused primarily on professional development and improvement.*

Policy Context	
SYSTEM DEVELOPMENT	<p>Legislation for principal evaluation (1997, 2009) required the development of performance standards for school principals and a performance evaluation instrument. The South Carolina Department of Education conducted a three-year process to develop nine principal performance standards, evaluation criteria, and the PADEPP. The Department carried out a collaborative, statewide process to develop the process with a committee of practicing professionals, university faculty, the South Carolina Education Policy Center, community stakeholders, and job experts.</p> <p>The performance criteria for each standard were reviewed internally by the Department and in a statewide review by all district-level administrators. A pilot field study of the evaluation instrument was conducted to gather reliability and validity data and information about implementation, technical accuracy, and reactions to the instrument.</p> <p>The principal evaluation instrument was determined to be valid and reliable for measuring the degree to which a principal's performance meets the state standards, according to <i>The Personnel Evaluation Standards</i> by the Joint Committee on Standards in Educational Evaluation (JCSEE). The system was also found to have significant benefits to participants in providing evaluation throughout the year, informing professional development about organizational learning, and prompting reflection on the requirements for improvement.</p>
STATE AND DISTRICT RESPONSIBILITIES	<p>The state requires districts to formally evaluate principals using the Performance Standards and Criteria for Principal Evaluation. In lieu of the state process, districts may request permission to use an alternative evaluation process that meets state requirements and national standards.</p>

*All information is taken from the first source listed at end of this state document, unless parenthetically noted.

Structure of the System	
PURPOSE	<p>The PADEPP is intended to:</p> <ul style="list-style-type: none"> » Guide districts in conducting formal and informal evaluations of principals. » Be used for a principal's professional development planning and improvement. » Inform district decisions regarding re-employment, compensation, and promotion.
FEATURES	<p>The PADEPP has the following features:</p> <ul style="list-style-type: none"> » Focuses on professional development planning by the principal and supervisor » Aligns professional development plans with school improvement goals » Provides job-embedded guidelines for professional development activities providing evidence for evaluation and improvement » Identifies extensive written and online resources for professional development and system improvement » Provides research and evidence about the system and instrument meeting the national Personnel Evaluation Standards for educators » Provides guidance, orientation, and training about the evaluation process for principals and evaluators
COMPONENTS	<ul style="list-style-type: none"> » State Principal Performance Standards and Criteria » Orientation and Procedures/Assurance Forms, with a list of the major activities to be completed prior to and during the evaluation of the principal » Principal Evaluation Instrument with detailed rubrics for each of nine South Carolina Leadership Standards » Guidelines and rating forms (Independent and Consensus Summative Rating Forms) » Professional Development Guide with print and web-based resources and job-embedded development activities for each standard

COMPONENTS (CONTINUED)	<ul style="list-style-type: none"> » Principal Professional Development Plan and Directions » Evaluator training to collect and document data relative to a principal's performance; analyze the data to identify strengths and weaknesses; provide feedback, counsel, coach, and assist the principal to improve effectiveness; and formally evaluate the principal in a valid, reliable manner to make a summative judgment regarding the principal's performance
PROCESS AND TIMELINE	<p>The principal and evaluator meet for a minimum of three conferences annually:</p> <ol style="list-style-type: none"> 1. The principal receives orientation to PADEPP, standards and criteria, and state regulations. <ol style="list-style-type: none"> a) The evaluator meets with the principal to discuss the Principal Evaluation Instrument, procedures, and goals (by September 15 or within one month of hire date). b) The evaluator clarifies questions concerning PADEPP standards and criteria. c) The evaluator informs the principal of district expectations and requirements for data collection. 2. Progress Checks and Feedback – The evaluator meets with the principal to review progress toward goals and criteria. 3. A summative conference is held at the end of the year. <ol style="list-style-type: none"> a) Based on identified strengths and weaknesses and the school's strategic plan, the principal develops an annual Professional Development Plan (with the supervisor's approval of the principal's goals). b) At the completion of the evaluation process, the evaluator and the principal complete and sign the Principal Procedures/Assurance Form to document that the principal's evaluation has been conducted as required.
ALIGNMENT TO LEADERSHIP STANDARDS	<p>The statewide development process included review of Interstate School Leaders Licensure Consortium (ISLLC) standards and literature, resulting in adaptation of the six ISLLC standards and addition of three research-based standards.</p>

SOURCES OF EVIDENCE AND MEASURES	<p>The PADEPP Principal Evaluation Instrument recommends using multiple indicators including student achievement. Evaluation rubrics require evidence of activities that indicate performance on each standard, such as the following:</p> <ul style="list-style-type: none"> » Set and communicate high standards for curricular/instructional quality and student achievement. » Demonstrate proficiency in analyzing research and assessment data. » Ensure the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. » Observe staff and assist in the implementation of effective teaching and assessment strategies to promote student learning. » Monitor and evaluate the effectiveness of instructional programs to promote student learning development guidelines. <p>Professional development guidelines suggest activities with evidence and artifacts, such as the following:</p> <ul style="list-style-type: none"> » Analyze assessment data, identify performance gaps, and lead brainstorming sessions with teachers and/or parents to address gaps. » Conduct a validity study on stakeholders' perceptions of existing performance levels and student achievement. Compare these findings to hard data related to performance levels and student achievement. Address differences as warranted. » Develop in-school teams to work on areas of need identified through surveys, test data analysis, and other sources.
RATINGS	A three-point rubric has performance descriptors for each standard: ratings of Exemplary, Proficient, and Improvement Needed.
Implementation	
DIFFERENTIATION	Individual goal setting and a data plan provide for differences in context and role.

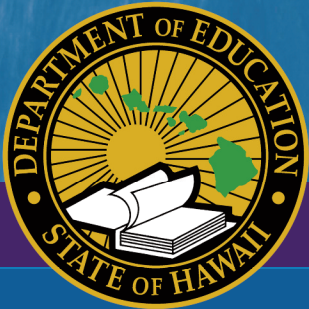
CONNECTION TO STUDENT ACHIEVEMENT	<p>The PADEPP rubrics provide general guidelines, such as the following:</p> <ul style="list-style-type: none"> » Demonstrates proficiency in analyzing research and assessment data » Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance
EVALUATOR DETAILS	<p>The South Carolina Department of Education provides superintendents and their designees with training to enable them to support and evaluate their first-year principals. Specifically, the training ensures that participants have the knowledge and skills necessary to collect and document data relative to a principal's performance; analyze the data to identify strengths and weaknesses; provide feedback to the principal in terms of the PADEPP performance standards; and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training ensures that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal's performance. The Department provides school districts with ongoing technical assistance in the form of training, consultation, and advisement.</p>
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Performance Standards and Criteria for South Carolina Principal Evaluation » Evaluation Instrument with performance-based rubrics on each standard » Forms to organize and schedule activities and data collection (Principal Procedures/Assurance Form about orientation, formative conferences, progress check, and feedback) » Summative forms for independent and consensus ratings » Professional Development Plan Directions » Principal Professional Development Plan » Professional Development Guide with job-embedded development activities, print resources, and websites categorized by performance standards » Research evidence for different types of validity and reliability of raters and the system <p>All are found in the <i>Program for Assisting, Developing and Evaluating Principal Performance (PADEPP)</i>. See sources at the end of this state.</p>

CHANGES IN PROGRESS	<ul style="list-style-type: none"> » The state is implementing a new tiered licensure structure. » State regulation has been amended to provide data that inform principal preparation and inservice leadership programs about principal performance.
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Sources

South Carolina Department of Education. *Program for Assisting, Developing and Evaluating Principal Performance (PADEPP)*. n.d. Retrieved December 1, 2010, from <http://www.scteachers.org/leadership/principalperformance.cfm>

Joint Committee on Standards for Educational Evaluation (JCSEE). (1988). *The Personnel Evaluation Standards*. Thousand Oaks, CA: Sage Publications.



2015-16

MANUAL FOR EVALUATORS AND PARTICIPANTS

Educator Effectiveness System



Message from the Superintendent

As we enter the third year of statewide implementation of the Educator Effectiveness System (EES), I congratulate you on the work you've done to enhance professional practice and student instruction to support the success of our keiki. On behalf of the Hawaii State Department of Education (HIDOE), thank you.

Input from teachers, administrators and other stakeholders led to a streamlined EES and differentiated supports based on performance for School Year 2014-15. Those efforts were well received by the field, as revealed in our EES Joint Survey with the Hawaii State Teachers Association (HSTA). (See bit.ly/DOEHSTAEES15.) Overall understanding of the EES improved across the board, nearly doubling those who have high understanding and cutting those who understand it poorly in half, according to the Ward Research survey. A majority indicated that setting learning goals and monitoring progress are important for improving teaching practice. We are very encouraged by this progress and will continue to make improvements.

Year Three offers an opportunity to reflect on our work and focus on professional growth. As you know, teaching is much more than imparting knowledge about subjects. Great teaching ignites curiosity, creativity and discovery. Looking at our teaching practices from various perspectives can only help improve our ability to connect with students, and inspire them to apply their knowledge and overcome challenges. We are committed to enhancing the profession and supporting teachers to innovate in their instructional practices.

The Department will continue to collaborate with educators and administrators to further improve the EES and refine the model for the 2016-17 school year. We are grateful for the work of the HSTA-HIDOE Joint Committee and the feedback from our principals and teachers. Mahalo for your commitment to student achievement, quality teaching, and professional growth.

A handwritten signature in black ink, reading "Kathryn S. Matayoshi". The signature is fluid and cursive, written in a professional style.

KATHRYN S. MATAYOSHI
Superintendent of Education

Table of Contents

Message from the Superintendent.....	i
Key Priorities for Implementing the Educator Effectiveness System.....	1
Design Values	1
Supporting the Evaluation Process.....	2
Teacher Classification	3
Classroom Teachers.....	3
Non-Classroom Teachers.....	3
Teachers with Multiple Roles	3
EES Measures	3
Differentiating EES to Meet Teachers’ Needs	5
Annual Comprehensive Evaluations.....	6
Professional Development Plans.....	7
Evaluation Conferences.....	8
Supporting Teachers with Documented Deficiencies	9
EES Training for All Teachers	10
EES Overview Trainings for Teachers New to EES.....	10
Implementation Deadlines.....	11
Teacher Practice Measures	13
Core Professionalism and Tripod Student Survey Reflection.....	13
Observations	16
Working Portfolio	19
Student Growth and Learning	24
Student Learning Objective and School or System Improvement Objective	24
Hawaii Growth Model	28
Final Effectiveness Rating	32
Impact of Final Rating on Employment Action(s).....	33
Expedited Appeals Process.....	33
Appendix.....	34
A. Key Terms.....	34
B. Recommended Resources	36
C. Stakeholder Input Groups	37
D. 2015-16 Tripod Student Survey Calendar	38
E. 2015-16 SGP Calendar	38
F. Comprehensive Evaluation Tracks for 2015-16.....	39
G. EES Summary of Conference Form	42
H. Teacher Evaluation Expedited Appeals Form - Instructions	44
I. Teacher Expedited Appeals Form.....	48

Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process that evaluates the performance of teachers in the Hawaii State Department of Education to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of 12 months of planning and a two-year pilot. The model has been further refined based on data and input collected from stakeholders during statewide implementation in the 2013-14 and 2014-15 school years. Driven by the Department's beliefs about the value and importance of continuous improvement, the EES provides teachers with constructive feedback and structures of support throughout the school year.

Design Values

Nothing matters more than effective teachers

Research has shown that highly effective teachers have a greater impact on student achievement than any other school factor. The EES aims to improve student and system outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

Teachers deserve to be treated like professionals

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures, when possible, to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a performance rating system that enhances effective instructional practices.

The Educator Effectiveness System is about growth

To reach its goals, the Department must invest in its teachers. The EES provides tools and data to help teachers become more effective. The EES supports teacher development by:

- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching/system improvement. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data multiple times throughout the school year.
- **Driving Professional Development** – The EES data will help leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of student and system outcomes and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice, student achievement, school improvement, and system change. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret EES.

Supporting the Evaluation Process

Committed to the design values, the Department recognizes the importance of partnering with stakeholders to continuously monitor and improve the process.

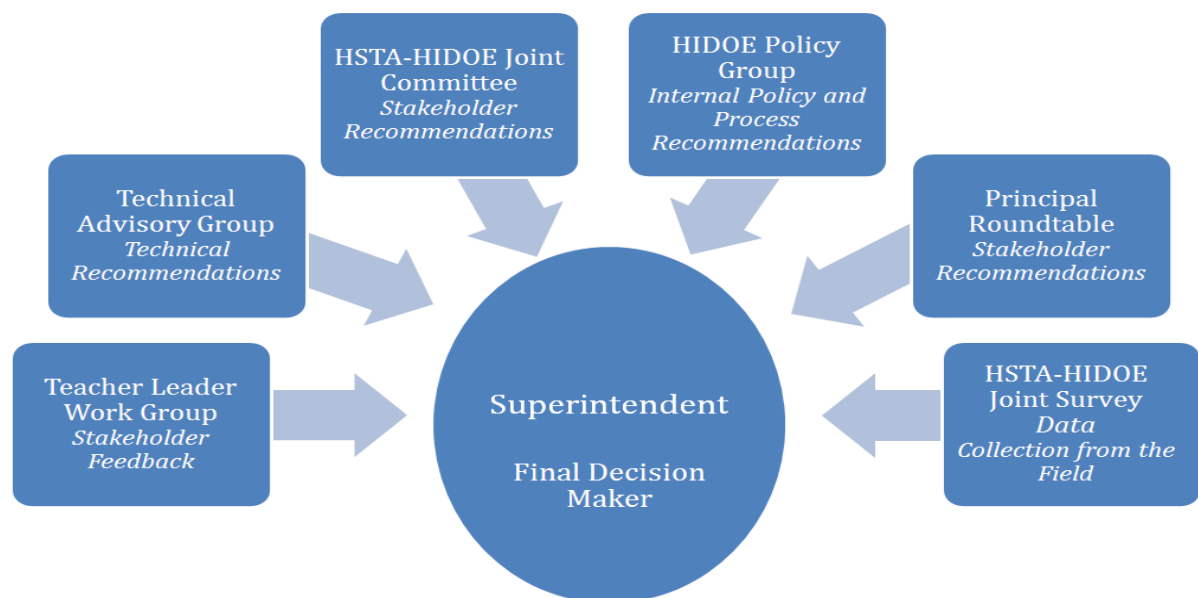
State Leads will:

- monitor the fidelity of the implementation of the evaluation process statewide;
- support the schools and complexes in successfully implementing and understanding the evaluation process;
- refine the EES based on data from the field, state initiatives, and feedback from educators;
- coordinate stakeholder engagement opportunities to gather and synthesize input;
- provide procedural safeguards such as the appeals process.

Complex Areas will:

- train staff and closely monitor implementation of EES in their individual schools, analyze data collected, and evaluate their own needs;
- address teachers' concerns and answer questions to help clarify instructions;
- contribute to shaping and refining the EES process to better meet the needs of teachers and students;
- target professional development needs to impact teacher effectiveness.

Input and Feedback



The Hawaii State Board and Department of Education's joint Strategic Plan laid the groundwork for the EES, and numerous stakeholders have contributed to system enhancements ever since. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between evaluators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

Since the beginning of the pilot in 2011-12 Hawaii educators have had a significant voice in revising the EES. The feedback has come in a variety of forms including survey responses and in-person conversations with both teachers and administrators. Continuous improvement has been based on feedback received from various stakeholders, including the Teacher Leader Workgroup, Technical Advisory Group, HSTA-HIDOE Joint Committee, HIDOE Policy Group, Principal Roundtable, Complex Area Superintendents, and the HSTA-HIDOE Joint Survey.

Feedback and input from educators are critical to informing the ongoing implementation of the EES. For more details on the ways in which the Department collects input, please refer to Appendix C: Stakeholder Input Groups.

Teacher Classification

The EES applies to all Bargaining Unit 5 (BU5) employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers and 2) Non-Classroom Teachers. The PDE³ system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either Classroom Teacher or Non-Classroom Teacher.

Classroom Teachers

Classroom teachers [CTs] are BU5 employees who plan, deliver and assess instruction for students.

Non-Classroom Teachers

Non-classroom teachers (NCTs) are BU5 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community either at a school, complex area, or state office. Each NCT function is critical to the overall system of supports required for successful student outcomes. Examples of NCT roles include curriculum coordinator, literacy coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

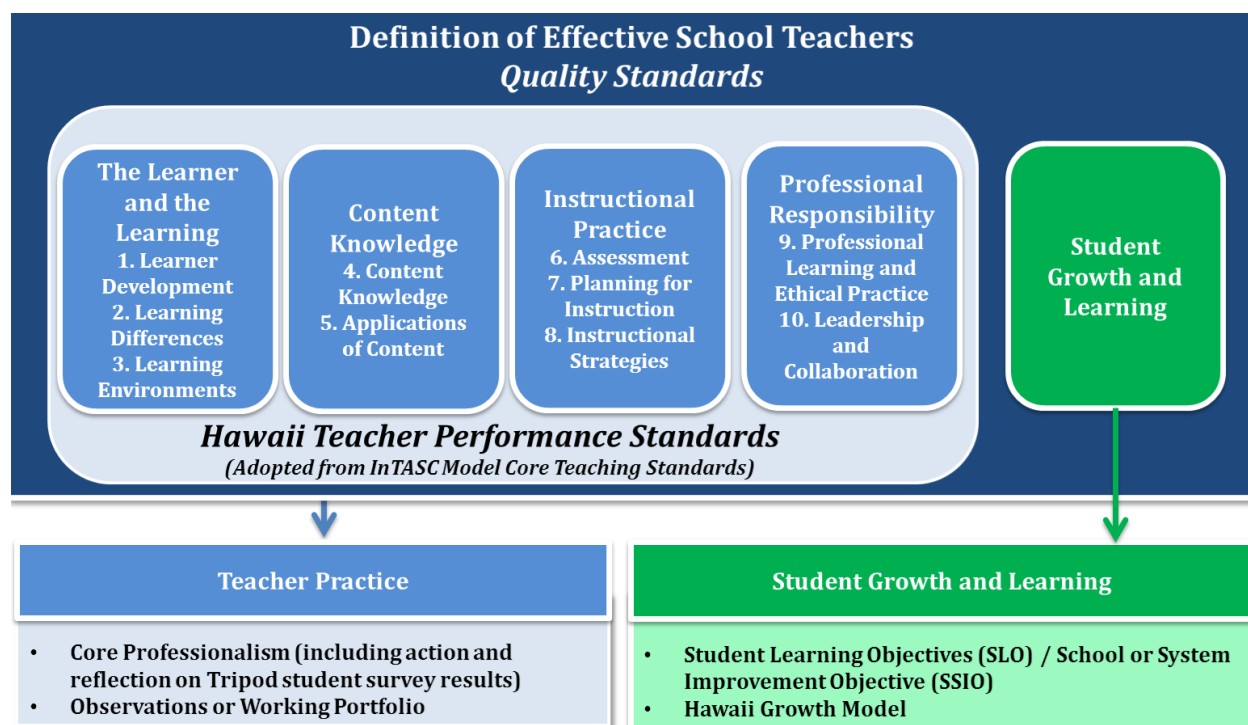
Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to work with their evaluator to decide which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. Teachers who perform these tasks on a limited basis but have other primary job responsibilities should be classified as NCTs. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on their evaluation.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The EES measures are organized under two categories:

1. Teacher Practice
2. Student Growth and Learning

Hawaii State Board of Education Policy 2055 requires measures of Teacher Practice to account for 50 percent of a teacher’s annual effectiveness rating, with measures of Student Growth and Learning to account for the other 50 percent.



The specific combination and weighting of EES measures used to determine evaluation ratings differ depending on each teacher’s job classification. This is because different data are available for different teaching assignments.

The combination of measures will result in an annual Final Effectiveness rating of Highly Effective, Effective, Marginal, or Unsatisfactory.

Highly Effective - Demonstrates excellence in teacher practice and student/system outcomes that exceed expectations.

Effective - Demonstrates effective teacher practice and student/system outcomes that meet expectations.

Marginal - Needs improvement to demonstrate effective teacher practice and/or expected student/system outcomes.

Unsatisfactory - Does not show evidence of effective teacher practice or expected student/system outcomes.

Individual component ratings do not equate to the final effectiveness rating. Individual component ratings use different terminology (i.e. Distinguished, Proficient, Basic, etc.) because they are indicators of specific levels of performance on unique rubrics. The final effectiveness rating represents the combined performance on multiple measures.

PDE³ will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Differentiating EES to Meet Teachers' Needs

The differentiated process reflects the belief that teachers at different performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals. The EES applies differentiated evaluation measures and support based on teachers' final effectiveness rating from the previous year to help administrators manage time to coach and observe, and for teachers to prepare and reflect. All teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walk-throughs, which are all part of school improvement processes.

Every teacher will receive an annual performance rating based on a Comprehensive Evaluation. Teachers will generally fall into one of the following two categories:

Non-tenured teachers and teachers rated as less than Effective

Teachers rated this way in the previous year's evaluation participate in an Enhanced Comprehensive Evaluation.

Tenured teachers who received a rating of Effective or better in the previous year's evaluation

Teachers rated this way participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. During the year in which tenured teachers participate in a Streamlined Evaluation, their previous year's final rating can be carried-over. If a tenured teacher does not have a final EES rating from the previous year, the teacher will participate in a Standard Evaluation (i.e. teachers that were on leave, finishing the former PEP-T evaluation, or other special circumstances).

Annual Comprehensive Evaluations

		Comprehensive Evaluations		
		Enhanced	Standard	Streamlined
		<ul style="list-style-type: none"> Any Overall Marginal Rating Teacher Any Non-Tenured Teacher regardless of previous year rating 	<ul style="list-style-type: none"> Tenured teacher with NO EES Rating from previous year 	<ul style="list-style-type: none"> Tenured teacher with Overall Effective or Overall Highly Effective Rating
Teacher Practice	Core Professionalism	Domain 4, and reflection and action on student survey results	Domain, 4 and reflection and action on student survey results	Reflection on student survey results during IPDP conference.
	Observation -OR- Working Portfolio	Two or more formal observations, or a Working Portfolio for Non-Classroom Teachers	One or more formal observations, or a Working Portfolio for Non-Classroom Teachers	Not required in PDE ^{3*}
Student Growth and Learning	Student Learning Objectives -OR- School or System Improvement Objectives	One SLO or SSIO	One SLO or SSIO	Not required in PDE ^{3*}
	Hawaii Growth Model	Teacher MGP or Schoolwide MGP if available	Teacher MGP or Schoolwide MGP if available	Reflection on MGP results during IPDP conference
Final Rating		New rating received	New rating received	Rating of Effective or better carried over from prior year

** Teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walkthroughs, which are all part of school improvement processes. However, documentation of SLOs/SSIOs and formal observations in PDE³ is not required for Streamlined Evaluation. See Appendix F: Comprehensive Evaluation Tracks 2015-16*

While a minimum of one observation will be required in the year of a Standard Evaluation, educators are encouraged to engage in multiple observation cycles to improve practice and determine an accurate picture of what is truly happening in the classroom. Administrators can approve or deny additional requests by teachers to conduct additional observations.

If a teacher participating in a Streamlined Evaluation demonstrates a documented performance deficiency (including, but not limited to concerning results in student surveys, Hawaii Growth Model, practices aligned with the Framework for Teaching, or their professional development plan), their administrator can move them to a Standard Evaluation immediately. Streamlined Evaluation does not mean a year off from evaluation.

In determining a final rating for a given year, nothing shall preclude HDOE from using information and data from the previous year. For example, a teacher's professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for Core Professionalism the following year.

Schedule for Transitioning to Differentiated Comprehensive Evaluations

Non-tenured teachers and teachers rated as less than Effective will participate in an Enhanced Comprehensive Evaluation annually.

Tenured teachers who achieved a rating of Effective or better in the prior year's evaluation will participate in a Standard Comprehensive Evaluation and a Streamlined Comprehensive Evaluation in alternating years.

OHR will publish additional specifics on the transition schedule for teachers who are tenured and received a rating of Effective or better in 2014-15, but it will generally follow the chart below. For 2015-16, these teachers will all participate in the Streamlined Evaluation.

Example Transition Chart : Tenured Teachers with Effective or Better EES Rating in 2014-15

	2015-16	2016-17	2017-18
"Group A"	Streamlined evaluation	Standard evaluation	Streamlined evaluation
"Group B"	Streamlined evaluation	Streamlined evaluation	Standard evaluation

Professional Development Plans

All teachers will develop and maintain a 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 plan can include a varied amount of conferences with an administrator depending on the type of plan.

For teachers rated as Effective or better: A teacher's Individual Professional Development Plan (IPDP) can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. The plan should be based on data such as the teacher's past performance, student survey results, Hawaii Growth Model results, school goals, self-assessments of strengths and weaknesses, practices aligned with the Framework for Teaching, and any other sources of professional data. Examples of IPDPs could include the Highly Qualified Professional Development Plan, the Induction and Mentoring Growth Plan, or school-designed PD plan, among others.

Teachers will bring their IPDP to their Beginning-of-the-Year conference with their evaluator for discussion and approval. A Progress Check Conference can offer a formal opportunity to make any needed adjustments to the plan if necessary or establish an intervention plan if concerns arise. In addition to supporting quality reflective professional practice and improvement, the IPDP and related conferences can be used to validate the "carried over" rating or trigger intervention.

For teachers rated as less than Effective: In this case the development of the plan will be led by the principal or evaluator. This Principal Directed Professional Development Plan (PDPDP) must be approved within 30 instructional days from the start of the school year. The plan should include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

Example Timeline of Professional Development Plans

	By end of 1 st Quarter Beginning Conference	By 1 st week of 2 nd Semester Progress Check (optional)	By middle of 4 th Quarter Ending Conference
Individual Professional Development Plan (IPDP)	<ul style="list-style-type: none"> Identify how the plan will be documented Review data Identify area(s) for targeted growth and learning Plan should be approved by the end of the first quarter 	<ul style="list-style-type: none"> Implement the plan and document the impact on teacher practice and/or student learning Deficiencies can trigger an intervention 	<ul style="list-style-type: none"> Completion of the plan is a matter of professional responsibility Submit evidence for completion before Ending Conference Discuss results and next steps of professional growth at Ending Conference
Principal Directed Professional Development Plan (PDPDP)	<ul style="list-style-type: none"> Identify which template will be used Use previous EES data to identify area(s) of targeted growth and learning as directed by evaluator Plan must be approved within 30 instructional days from the start of the school year (Single track schools: 9/10) 	<ul style="list-style-type: none"> Progress Check conference suggested to be completed by the first week of January but the principal may need to increase frequency of review based on individual teacher needs 	<ul style="list-style-type: none"> Teacher submits evidence for completion of plan prior to Ending Conference Progress on plan is used as evidence in the Core Professionalism measure Discuss results and next steps of professional growth at Ending Conference

Evaluation Conferences

Every teacher is unique, therefore support and development should not look exactly the same for everyone. It is imperative that teachers and administrators have opportunities for honest, data-driven conversations focused on promoting continuous improvement. Instead of meeting about each evaluation component separately, it is recommended that teachers and evaluators work together to schedule combined conferences for as many components as possible. While observation cycles typically require their own conferencing schedule, most of the other components in the EES can be discussed during a Beginning Conference, Progress Check Conference, and Ending Conference as described here.

Beginning Conference: This is a collaborative discussion about the teacher's past performance and plan for the year ahead. It is recommended that the topics of conversation include a teacher's professional development plan, Core Professionalism, Working Portfolio, Observation schedule, and SLO/SSIO plan as applicable. It is recommended to hold Beginning Conferences before the end of the first quarter.

Progress Check Conference (optional): If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. New sources of information about the teacher's practice such as Tripod Student Survey Results, walk-through data, Hawaii Growth Model data, or a change in the teacher's role could trigger a need to meet. Topics could also include the impact of new students on an SLO, progress on a Working Portfolio, or a needed adjustment to a teacher's professional

development plan. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference: Teacher and evaluator review the summative feedback for Teacher Practice and Student Growth and Learning at the Ending Conference. Progress made with the teacher’s professional development plan should be discussed along with the teacher’s Final Effectiveness Rating for the school year.

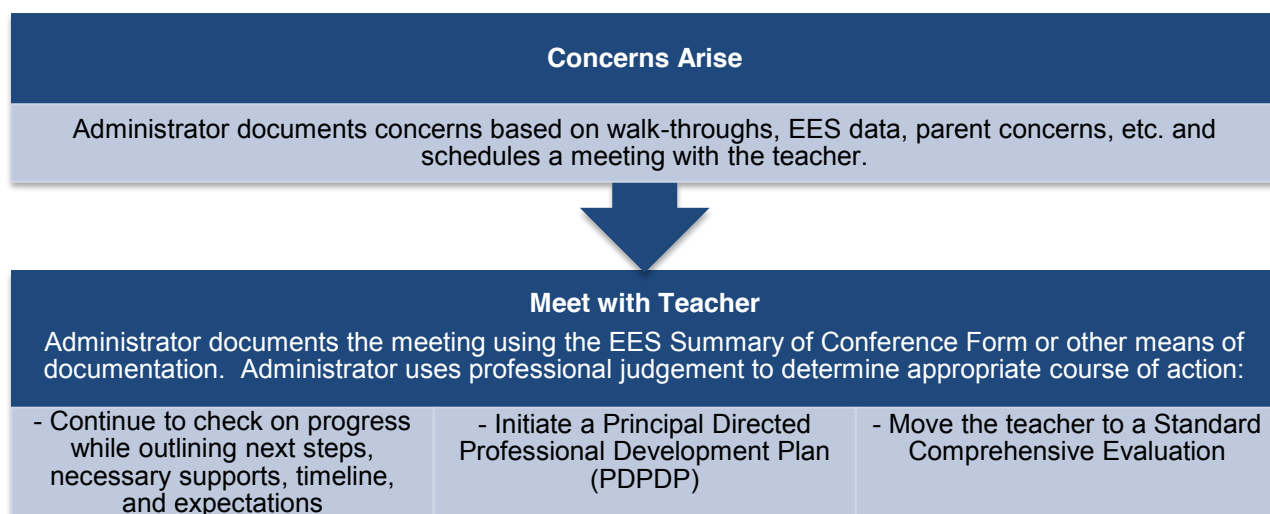
Supporting Teachers with Documented Deficiencies

The differentiated evaluation measures, which are based on a teachers’ prior effectiveness rating, reflect the belief that teachers at different performance levels deserve and require different types of feedback and support. However, in some cases, teachers may demonstrate documented deficiencies that can trigger an intervention for more support. Triggers for initiating an intervention can include, but are not limited to, observations, poor quality SLOs, low Tripod scores, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise and schedule a meeting with the teacher to discuss next steps.

One way to trigger more support is to initiate a Principal Directed Professional Development Plan that outlines supports and goals for improving a teacher practice. If a PDPDP is triggered in the middle of the school year, the plan needs to be approved within 30 days of being initiated. The placement of a teacher on a PDPDP should be documented in the Summary of Conference form. See Appendix G: EES Summary of Conference Form.

If a teacher participating in a Streamlined Evaluation demonstrates a documented deficiency, the administrator has the option to move them to a Standard Evaluation immediately. The final date to trigger a teacher to a Standard Comprehensive Evaluation will be the 23rd day of the Second Semester (Feb. 8, 2016).

The administrator should use their professional judgment to assess whether to initiate a PDPDP, a Standard Comprehensive Evaluation, or continue to check on the progress of the teacher while outlining next steps and expectations. The meeting and resulting decision should be documented using the Summary of Conference form. See Appendix G: EES Summary of Conference Form.



EES Training for All Teachers

Attendance for all required training sessions must be recorded in PDE³. Training and support should not be limited to the overviews, but rather ongoing and targeted to support individual needs.

All teachers must participate in an EES Orientation annually.

Topic	Provider	Purpose and Outcomes	Due Date
EES Orientation for SY2015-16	Administrator (or State Office Director)	Watch the EES Orientation Video and provide an overview of the performance evaluation system. Inform teachers about access to the tools, process, performance criteria, guidance manual, method of calculating the annual evaluation rating, and timelines	Must be conducted on an Administrative Directed day prior to the first day of instruction with students*

**With late-hires, training should be conducted as soon as possible, and prior to the teacher's engagement in evaluation components.*

EES Overview Trainings for Teachers New to EES

New participants of the EES must participate in the following basic training requirements.

Topic	Provider	Purpose and Outcomes	Due Dates
EES Teacher Practice Overview: Intro to the Framework for Classroom Observations/ Working Portfolios, Core Professionalism, and Tripod Student Surveys	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the Observation Protocol	Provide teachers with a basic understanding of the components within Teacher Practice, including but not limited to: <ul style="list-style-type: none"> How the framework may enhance teaching and learning and support teachers' professional growth Themes within the levels of performance and the focus components 	8/31 or prior to the teacher's first classroom observation
EES Student Growth and Learning Overview: Hawaii Growth Model and Writing Quality SLO/ SSIO	School level or Complex Area trainer	Provide teachers a basic understanding of the components within Student Growth and Learning, including but not limited to: <ul style="list-style-type: none"> A meaningful learning goal; An aligned assessment plan; Rigorous expected targets; Evidence-based, specific, and differentiated instructional strategies Understanding Hawaii Growth Model 	8/31 or prior to the Beginning of Term approval date for SLOs/SSIOs

Implementation Deadlines

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences will vary for each teacher and each school. Teachers and evaluators should collaborate to complete all EES requirements given the constraints applicable to their school and situation. The deadlines shown here are for single-track schools. Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines. The contact list is available on the HDOE Intranet's EES site.

Deadline	Component	July
7/29 (or prior to the first day of instruction)	Training	EES Orientation SY2015-16 Training for all teachers during Admin Day
Deadline	Component	August
8/31 (or prior to starting EES evaluation)	Training	Overview Trainings for Teachers New to the Educator Effectiveness System
9/15-9/25	Tripod RV	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2015-16 Tripod Student Survey Calendar)
Deadline	Component	September
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
9/10 (30 instructional days from the 1 st day of school)	PDPDP	Evaluators approve PDPDP for 2014-15 Less than Effective
Deadline	Component	October
10/2 or last day of 1 st Quarter	SGP, IPDP, Core Professionalism, IPDP Working Portfolio SLO/SSIO	Discuss applicable MGP scores during IPDP and Core Professionalism Beginning Conferences Teachers complete development of IPDP Working Portfolio Beginning Conference completed Evaluators approve Year-long SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve MidTerm First Semester SLO/SSIO (if applicable) in PDE ³
Deadline	Component	November
11/9-11/20	Tripod	Tripod Survey Window (see more details in Appendix D: 2015-16 Tripod Student Survey Calendar)

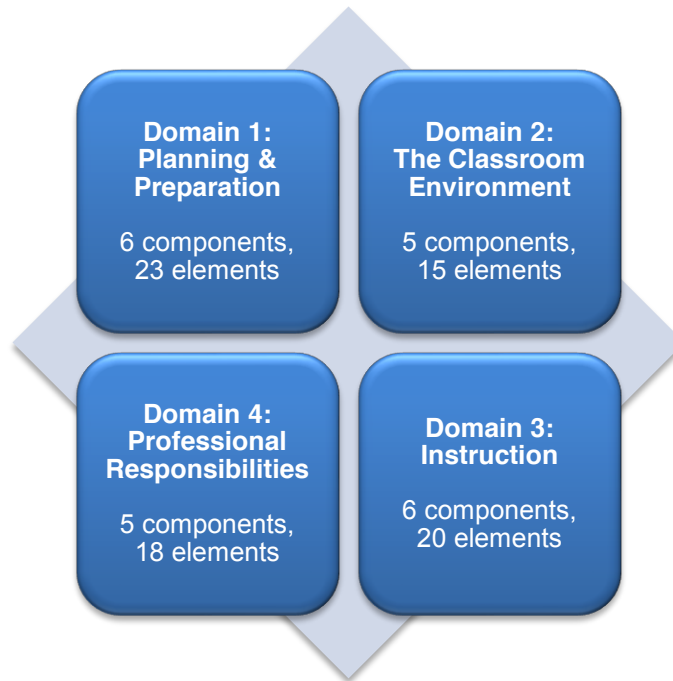
Deadline	Component	December
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18 or day following end of Semester 1	SLO/SSIO Observations	Evaluators finalize First Semester rating for observations and First Semester SLO/SSIO End-of-Term rating in PDE ³
Deadline	Component	January
1/26	SLO/SSIO	Evaluators approve MidTerm Year-long SLO/SSIO in PDE ³
Deadline	Component	February
2/8	EES Track	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
Deadline	Component	March
3/24	SLO/SSIO	Evaluators approve MidTerm Second Semester SLO/SSIO in PDE ³
Deadline	Component	April
4/11-5/6	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See more details in Appendix E: 2015-16 SGP Calendar
Deadline	Component	May
5/6	Obs, WP, CP SLO/SSIO IPDP, PDPDP	Second Semester observations completed. Teachers close implementation for Working Portfolio, Core Professionalism, and 2 nd Semester or Year-long SLO/SSIO Teachers submit end-of-year reflection for PDPDP or IPDP
5/10	Obs, WP, SLO/SSIO, CP, IPDP, PDPDP	All Ending Conferences completed
5/20 (Single and Y tracks) 6/17 (R/B/G tracks)	Final Ratings for ALL COMPONENTS	Evaluators finalize and lock all relevant components in PDE ³ , including SLO/SSIO End-of-Term ratings, Observation ratings, Working Portfolio ratings, Core Professionalism ratings, and Final EES ratings. Teachers receiving Marginal or Unsatisfactory ratings must be notified by the principal by the 3rd Friday in May, 5/20 (for Single and Y tracks), or 3rd Friday in June, 6/17 (for Blue, Red, and Green tracks).

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Teacher Practice Measures

The EES measures are organized into two halves: Teacher Practice measures and the Student Growth and Learning measures.

The Teacher Practice measures are based on The Framework for Teaching developed by Charlotte Danielson, which organizes the complex work of teaching into 4 domains, 22 components, and 76 elements.



The Teacher Practice measures of the EES draw upon different Domains and Components of the Danielson Framework for Teaching depending on the purpose of the measure and the teacher classification. Teachers should have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the book's 2007 edition and the component-level rubrics found in the *2013 The Framework for Teaching Evaluation Instrument* were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism and Tripod Student Survey Reflection

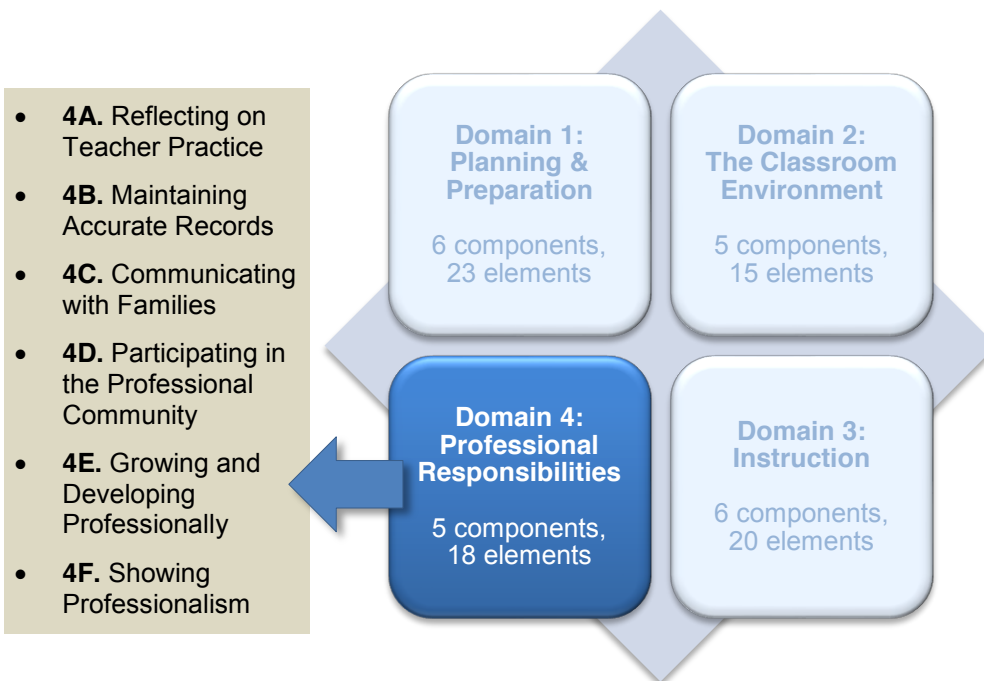
Core Professionalism encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to the school culture.

Indicators for Core Professionalism

Core Professionalism consists of two primary indicators: (1) Domain 4 of the Framework for Teaching and (2) reflection and action to improve on Tripod Student Survey results.

1. Domain 4 of the Framework

The criteria and expectations for Core Professionalism are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The domain level rubric provides more of a holistic picture of teachers' professional responsibilities.



2. Reflection and action to improve on Tripod Student Survey results

The Tripod Student Survey collects student perspectives about teaching and learning pertaining to a specific classroom. Teachers will verify one of their classes in grades 3-12 with a minimum of five students to be administered the survey during the roster verification process. Teachers who teach very small classes may need to survey multiple classes to reach this minimum. The survey instrument uses a suite of indicators that capture students' academic and social behaviors, as well as goals, beliefs and feelings on a Likert scale. The constructs are organized into the 7Cs described below. The 7Cs reinforce and provide additional information about teacher practice aligned with the Framework for Teaching.

Tripod 7 Cs	Example Indicators	Framework for Teaching Alignment
Captivate	<i>"I make lessons intellectually relevant and stimulating because they are important."</i>	2b, 3b, 3c
Care	<i>"Your success and well-being really matter to me in a serious way."</i>	2b, 2d, 3b
Challenge	<i>"I insist upon rigor—understanding, not just memorization—and your best effort."</i>	2b, 3b 3c
Clarify	<i>"I have multiple good explanations; when you are confused I will help you understand."</i>	3b, 3c, 3d
Confer	<i>"You must talk with me to help me understand your ideas and support your learning."</i>	2b, 3b, 3c, 3d
Consolidate	<i>"I summarize lessons and check for understanding to make learning coherent."</i>	2b, 3b, 3c, 3d
Control	<i>"Our class is orderly, on task and respectful, with learning as our first priority."</i>	2b, 2c, 2d

Process and Requirements

Teachers require different types of feedback, support and opportunities to grow as professionals, therefore the Core Professionalism process is expected to be individualized for each teacher. A Beginning-of-the-Year conference between the evaluator and teachers can help to clarify expectations and provide examples of evidence sources specific to individual schools or office contexts. Teachers should collect quality evidence

over the course of the year that demonstrates their performance in alignment with the various components of Domain 4.

The evidence collected should be focused on quality over quantity, and should reflect a sampling of professional practice throughout the year. Evidence collection should be *differentiated* to provide flexibility and options that reflect each teacher's job responsibilities while supporting school, complex area and state priorities. The teacher and the evaluator can use the self-assessment sheet to determine a focus for evidence collection depending on the teacher's individual areas of strengths and areas that indicate a need for growth.

Evaluators may also contribute to the pool of evidence (e.g. following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. Evaluators are responsible for clearly communicating submission of Core Professionalism evidence deadlines and clarifying expectations to their teachers.

Understanding Tripod Results

Tripod Student Survey results can be used as an opportunity for classroom teachers and evaluators to engage in professional dialogue about continuous efforts to improve teacher practice. The results from the Tripod Student Survey are shared with teachers in two primary formats: (1) a Favorability Report and (2) a Normal Curve Equivalent (NCE) score.

Favorability Report

After the survey results are processed, teachers will receive a favorability report through an email link sent directly from the vendor with instructions for online access. A minimum of five valid completed surveys is necessary to generate a report. To understand the Favorability Report it is essential to understand that when the students complete the surveys they mark one of five response options for each item.

The favorability percentage is the percentage of favorable responses to any 7C's item within that construct. Neutral or unfavorable responses are not included in the percentage calculation. The percentage of favorable responses for each of the 7Cs is averaged to produce a Composite Favorability Percentage.

Normal Curve Equivalent (NCE) Score

Teachers will receive a Tripod scaled score through PDE³, also known as the Normal Curve Equivalent (NCE) score. The NCE score is an added facet for teacher reflection. All responses, not just the favorable responses are used to create the NCE score. The NCE score communicates how a set of results compared to other results from the same survey level across the state on a standardized metric from 1- 99.

Reflecting and Taking Action on Tripod Results

Once the teacher receives both a Favorability Report to understand how their students responded in alignment with the 7Cs, as well as their NCE score to understand how their scores compared relative to the typical responses within that grade span, the teacher should spend time reflecting on those results. Teachers are asked to identify one or more of the 7Cs as an area of focus and select a course of action to improve practice in alignment with that focus area. The teacher will present their evidence of reflection and action as one source of evidence for the Core Professionalism measure.

Key Deadlines for Core Professionalism

Key Deadlines		
9/15-9/25	Tripod RV	Teachers in grades 3-12 verify rosters for Tripod Student Survey administration (see Appendix D: 2015-16 Tripod Student Survey Calendar)
10/2	Core Professionalism	Beginning Conferences completed for all teachers

11/9-11/20	Tripod	Tripod Survey Window (See Appendix D: 2015-16 Tripod Student Survey Calendar)
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
5/10	Core Professionalism	Ending Conference completed
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Core Professionalism in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Core Professionalism

Core Professionalism is viewed and rated holistically using the Domain 4 *Hawaii Adapted Framework for Teaching* rubric. Indicators are not rated individually and then averaged, but rather it is the evaluator's judgment of the preponderance of evidence. A single indicator may be important enough to influence the final Core Professionalism rating.

The level of performance assigned by an evaluator on the rubric is quantified using the following ratings:



Additional Resources for Core Professionalism

Login to the HDOE Intranet EES website's Core Professionalism link:
<https://intranet.hawaiipublicschools.org/sixstrategies/EESCP> for the following resources:

- Core Professionalism Overview
- Hawaii Adapted Framework for Teaching Core Professionalism Domain 4 Rubric
- Core Professionalism Training
- Tripod Administration Resources
- Unpacking Tripod Results
- Additional Resources for Roster Verification

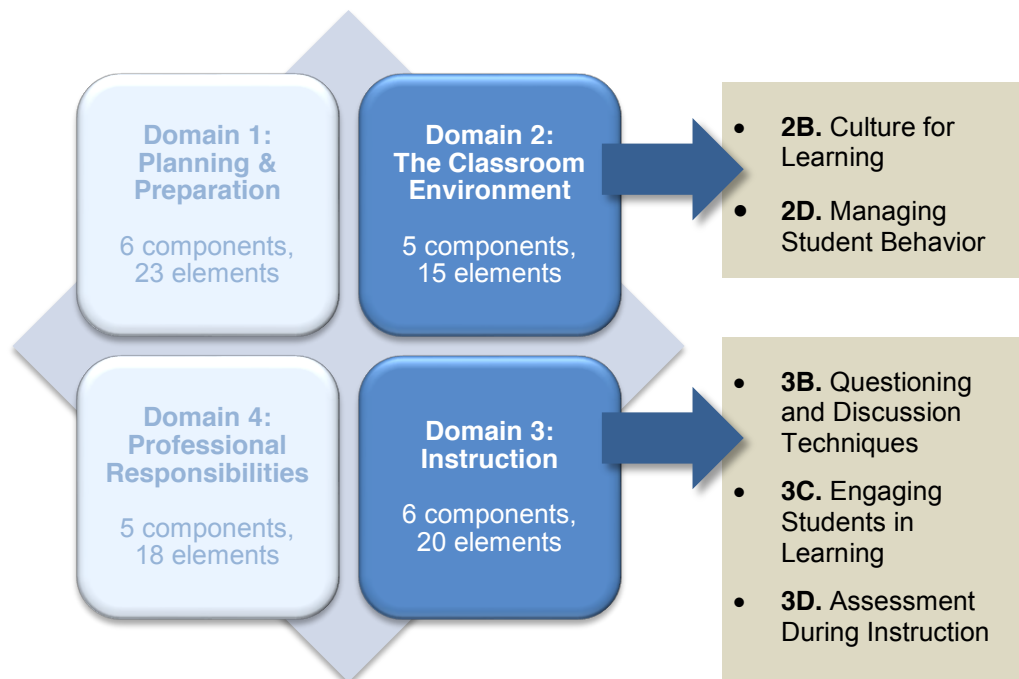


Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice.

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. HDOE has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. The *Hawaii Adapted Framework for Teaching Rubrics* will be used to guide evidence collection and evaluations of these focus components.



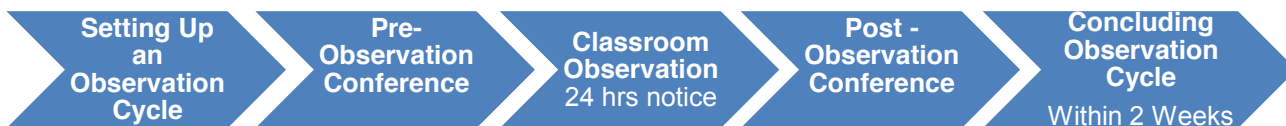
Indicators for Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the Working Portfolio. The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the *Hawaii Adapted Framework for Teaching* rubrics that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework, Domain 2 and Domain 3.

Process and Requirements for Observations

The observation cycle consists of five key steps, which must be completed by the same observer. The lengths of conferences and observations will vary depending on the context.

Sample Observation Cycle:



The expectation is that the evaluator and teacher work together to schedule dates and times for the entire observation cycle. The evaluator may select the most appropriate dates and times if the teacher and evaluator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice as possible. A new cycle will be necessary if the rescheduled observation is covering a new lesson.

Observers must be Educational Officers certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observation cycles beyond the minimal observation requirement based on their professional judgment. If a teacher would like to request additional observations, the evaluator can approve or deny additional requests by the teacher to conduct additional observations. The following table shows the Classroom Observation Process,

Classroom Observation Process		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format of the pre-conference and necessary information that will be provided for the entire observation cycle. Dates must be documented in PDE ³ .	
	Teacher <ul style="list-style-type: none"> Address the pre-conference questions in PDE³ and attach relevant lesson materials to provide context for the upcoming lesson Use an alternate set of questions or format with administrator approval. 	Evaluator <ul style="list-style-type: none"> May select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time Provide a minimum of a 24-hour notice to the teacher.
Pre-Observation Conference	The purpose of the pre-observation conference is for the teacher to share lesson objectives and activities along with helpful information that provides context for the observation. Pre-observation conference may occur through email, WebEx, PDE ³ and/or other electronic formats. In situations where the teacher and administrator do not agree on the format, the pre-observation conference will default to face-to-face.	
	Teacher <ul style="list-style-type: none"> Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics Ask observer to collect specific data, if desired (e.g., "Can you track how many times I call on the boys compared to the girls in my class?"). 	Evaluator <ul style="list-style-type: none"> Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson Meet with the teacher face-to-face to ask questions rooted in the rubric and to discuss what will be used as evidence of learning.
Classroom Observation	The purpose of the classroom observation is to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the lesson discussed. After the observation, both teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric.	
	Teacher <ul style="list-style-type: none"> Carry out the lesson discussed Collect additional artifacts, such as student work samples, to bring to the post-observation conference. 	Evaluator <ul style="list-style-type: none"> Collect objective evidence noting both student and teacher actions Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice Share the evidence with the teacher, after the observation.
Post Observation Conference	The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning. Post-observation conferences must occur face-to-face. Administrators must provide a copy of the observation notes to the teacher at least a day prior to the post-observation conference.	
	Teacher <ul style="list-style-type: none"> Participate in collaborative analysis about how evidence corresponds to component rubrics Submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the scheduled observation. 	Evaluator <ul style="list-style-type: none"> Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching Discuss areas of strength and weakness and performance level demonstrated for each component. Record main points of collaborative analysis in PDE³ and select the most appropriate performance rating.
Concluding Observation Cycle	The purpose of concluding the observation cycle is to finalize and reflect.	
	Teacher <ul style="list-style-type: none"> Log in to PDE³ and complete the Teacher Post-Observation Conference Summary form Use form to reflect on the observation, the post-observation conference, identify strengths and weaknesses, and next steps. Document any concerns or additional information. 	Evaluator <ul style="list-style-type: none"> Review the Teacher Post-Observation Conference Summary form after the teacher completes it Add additional comments as needed Finalize the observation cycle in PDE³ after the teacher has had a reasonable amount of time to reflect on the observation and feedback.

Key Deadlines for Observations

Key Deadlines		
12/18	Observations	Evaluators finalize First Semester Observation ratings (<i>when a teacher is participating in more than one observation cycle, the first observation cycle should be completed in the first semester to allow time for teacher growth in response to feedback.</i>)
5/6	Observations	Second Semester Observations completed. (<i>Late hires and other special circumstances might require both to be completed in the same semester.</i>)
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Classroom Observation Cycles in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.



Additional Resources for Observations

Login to the HDOE intranet EES website's Classroom Observations link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESCO> for the following resources:

- Framework for Teaching Smart Card
- Hawaii Adapted Framework for Rubrics
- Overview Training
- Observation Process Videos



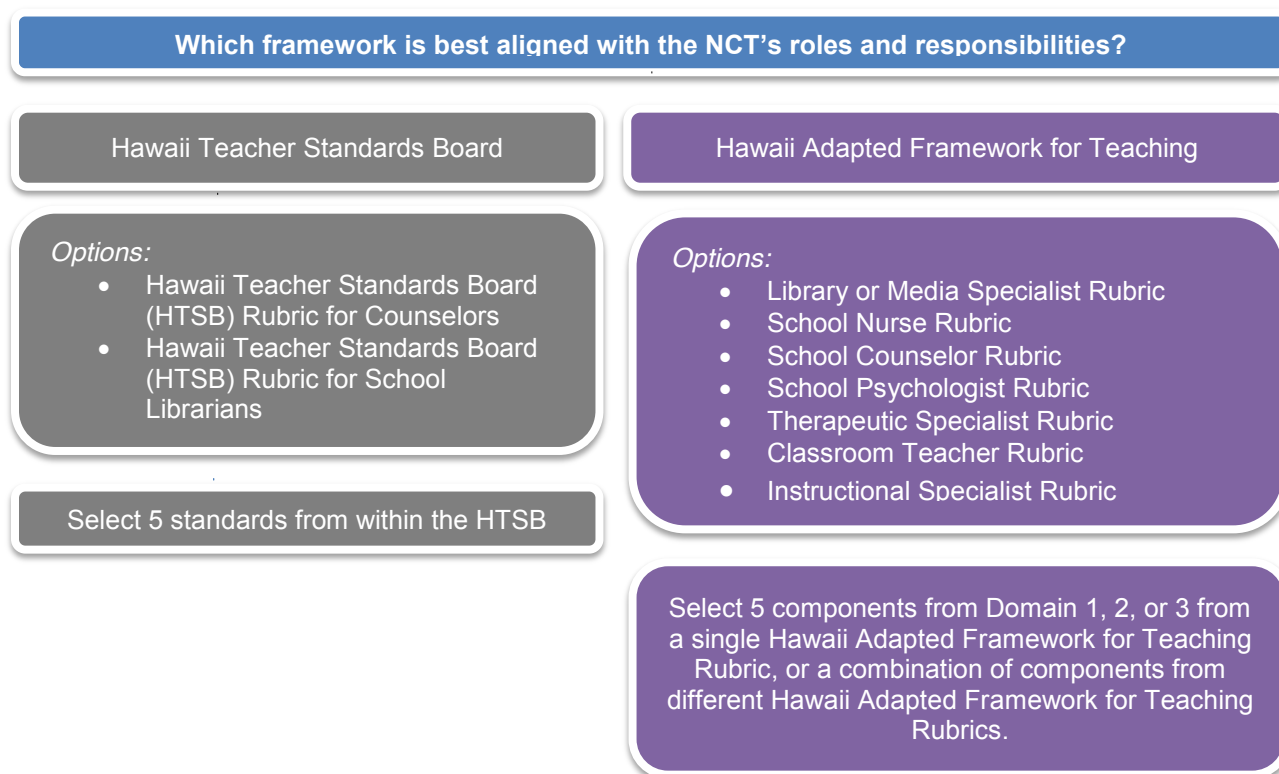
Working Portfolio

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a Working Portfolio (WP) in place of Observations. WPs provide a method of documenting a teacher's practice by collecting and presenting quality evidence of meeting performance standards articulated by the *Hawaii Adapted Framework for Teaching* or the Hawaii Teacher Standards Board's (HTSB) Performance Standards for School Librarians and School Counselors. The collection of evidence is the responsibility of the NCT. The evaluator may participate in collecting evidence. The evidence may be compiled in physical or electronic formats as agreed upon by the evaluator.

Indicators for Working Portfolios

NCTs should work with their evaluators to first select either the *Hawaii Adapted Framework for Teaching* or the HTSB-approved professional standards for Librarians and Counselors. NCTs are recommended to choose the framework that best aligns to their job roles and responsibilities. Use of multiple frameworks is not recommended unless the NCT has multiple job responsibilities that are not captured by a single framework. When using the *Hawaii Adapted Framework for Teaching*, the NCT and evaluator may compile a combination of components from Domains 1, 2, or 3 from different rubrics if necessary to best reflect the NCT's primary job responsibilities. It is not appropriate to combine some components from the *Hawaii Adapted Framework for Teaching* and some standards from the HTSB because the two frameworks employ different organizational structures. If the NCT and the evaluator cannot agree, the evaluator will select the most appropriate rubric and components.

Decision Making Chart for Selecting Working Portfolio Components:



Process and Requirements for Working Portfolio

Working Portfolio Process		
Beginning Conference Complete by the end of the 1st Quarter. If NCT assumes position after 1 st quarter, conduct Beginning Conference as soon as possible.	The purpose of the Beginning Conference is to select and approve the five components in a collaborative process between the evaluator and NCT, confirm that the rubric and components meet the Framework and Component Selection Criteria, and discuss and set clear expectations for what types and sources of evidence will be considered high quality and in alignment with the Evidence Selection Criteria.	
	Teacher <ul style="list-style-type: none"> In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDEOE intranet site (see Additional Resources), complete the Beginning Conference questions in PDE³, and identify the proposed framework, components, and sources of evidence. 	Evaluator <ul style="list-style-type: none"> In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the beginning conference questions. Document approved framework and components for evidence collection on PDE³. Document date of Beginning Conference in PDE³.
Evidence Collection	The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year.	
	Teacher <ul style="list-style-type: none"> Implement strategies to gather multiple types of evidence for each component. Document evidence in PDE³ or use the Evidence Submission Form to document hard copy evidence. 	Evaluator <ul style="list-style-type: none"> If needed, collect supplemental evidence and share with the teacher.
Progress Check Conference (Optional)	The purpose of the optional Progress Check is to review the progress made, verify if revisions are necessary, and repeat Beginning Conference process for any revisions to the components or types of evidence collected.	
	Teacher <ul style="list-style-type: none"> Conference with evaluator as needed. Share evidence/justification for revisions. 	Evaluator <ul style="list-style-type: none"> Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE³.
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the Working Portfolio and discuss areas of strength, identified areas for growth, and next steps.	
	Teacher <ul style="list-style-type: none"> Organize and submit evidence for evaluator's review prior to the Ending Conference. If physical evidences are used, attach the Teacher Evidence Submission Forms. If PDE³ is used, submit descriptions online. Explain evidence alignment to rubric. 	Evaluator <ul style="list-style-type: none"> Schedule conference date and time with NCT and document in PDE³. Review the evidence collected prior to the Ending Conference. Document Evidence and Ending Conference Collaborative Analysis steps in PDE³ as appropriate. Determine ratings for each component.
Final Summary	The purpose of the Final Summary is to document reflections of the WP process within the Ending Conference Summary in PDE ³ .	
	Teacher <ul style="list-style-type: none"> Respond to the Ending Conference Summary prompts within PDE³. 	Evaluator <ul style="list-style-type: none"> Review and respond to the NCT's reflection, as necessary, in PDE³. Lock rating in PDE³.

Framework and Component Selection Criteria

The selection of a Framework and five components should be based on the criteria below:

- **Reflective of the NCT's primary role and responsibilities**
Although many components or standards in a framework are important, selection of components or standards should reflect significant work required to successfully accomplish the NCT's primary responsibilities.
- **Measureable by multiple types of evidence**
NCT's performance for each component and standard can be captured by more than one type of evidence.
- **Reflect variety**
The components may be derived from Domains 1, 2 and/or 3. Do not include Domain 4 because it is captured in Core Professionalism. Librarians and Counselors using HTSB approved Professional Standards are to select five standards from the framework.

Evidence Selection Criteria

The selection of evidence is based on the following criteria:

- **Clearly connected to one or more of the components**
The evidence reflects the results of at least one of the selected components. (The Danielson Group has suggested that all evidence has a component of "best fit" and might be used as evidence for up to two components.)
- **Use of multiple types of evidence**
It is best practice to provide more than one type of evidence to support the NCT's performance for each component.
- **Evidence demonstrates the typical practice of the NCT**
Evidence of performance is captured over the course of the year and not just in an isolated instance.
- **Quality versus Quantity**
Purposely select evidences of high quality aligned to the component as compared to an overabundance of mediocre-quality evidences to yield the best evaluation result.

Observations as a type of evidence for the Working Portfolio

The evaluator and NCT may choose to supplement the WP with observation data of the NCT. These observations:

- Are not formal observation cycles since the evaluator merely chooses to supplement the WP evidence, not replace it.
- Do not require a formal pre- or post- observation conference.
- Require 24-hour notice prior to the observation.
- Require feedback provided to the NCT within two weeks.
- May include verbatim scripting of comments, statements of observed behavior, numeric information, and/or descriptions of the environment.

Key Deadlines for Working Portfolio

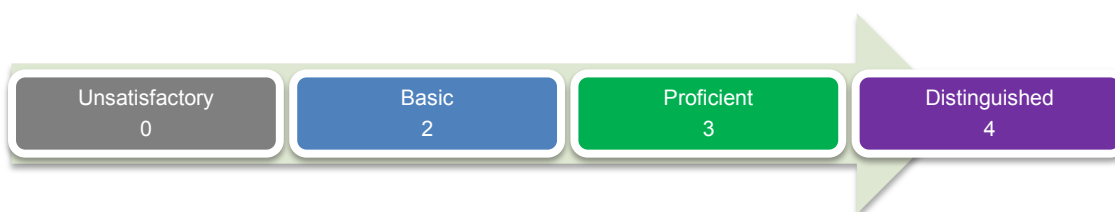
Working Portfolio Key Deadlines		
10/2	Working Portfolio	Working Portfolio Beginning Conferences completed by the end of 1 st Quarter. If NCT assumes position after 1 st Quarter, conduct Beginning Conference as soon as possible.
5/6	Working Portfolio	Teachers close implementation of Working Portfolio
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Working Portfolios in PDE ³ .

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for Working Portfolio

The levels of performance described by the various rubrics are: Unsatisfactory, Basic, Proficient, and Distinguished.

During the Ending Conference, the evaluator assigns a performance level rating for each of the applicable components incorporated into the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from 0 to 4 that is produced by averaging the scores from all five-component ratings.



Additional Resources for Working Portfolios

Login to the HDOE Intranet EES website's Working Portfolio link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESWP> for the following resources:

- Frequently Asked Questions (FAQs)
- Hawaii Adapted Framework for Teaching Rubrics
- Hawaii Teacher Standards Board (HTSB) Professional Standards for Librarians and Counselors
- Help Document on Formatting an Individualized Rubric
- Teacher Evidence Submission Form
- Overview PowerPoint
- WP Beginning Conference Questions



Student Growth and Learning

Student Learning Objective and School or System Improvement Objective

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 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.

The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for non classroom teachers (NCTs). All classroom teachers (CTs) must complete an SLO. An NCT may complete an SLO or an SSIO. An NCT who works directly with students or teachers on acquiring new or improved learning should complete an SLO. An NCT 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 evaluator and teacher collaborate to determine if an SLO or SSIO is most appropriate. However, if an agreement cannot be reached, the evaluator may select the most appropriate process. 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 of school/school systems, and having rich dialogue with teachers and evaluators.

Indicators for SLOs and SSIOs

An SLO/SSIO is comprised of four key components, outlined in the template and in the Rubric for Rating the Quality of SLO/SSIO.

1. **Learning Goal:** In an SLO, a Learning Goal is a description of what a student should know or be able to do at the end of the instructional term, based on the appropriate instructional standards and curriculum. In an SSIO, the Learning Goal will be based on the appropriate professional standards and will describe what is to be achieved by the end of the semester/year.
2. **Assessments:** In an SLO, the Assessment(s) should be a standards-based, high quality measure using clear criteria or rubrics to evaluate student achievement. In an SSIO, the assessment should be based on high quality measures using clear criteria or rubrics to evaluate the degree to which the expected target was achieved.
3. **Expected Targets:** Expected Targets should identify the expected outcome by the end of the term. CTs will document the readiness level, expectations, and end result for individual students on the Expected Target Record Sheet. NCTs will document the starting point and end results. In an SSIO, targets should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound) and described with data sources for identifying baseline, progress, and end point.
4. **Instructional Strategies:** In an SLO, Instructional Strategies are appropriate and evidence-based, comprehensive in addressing all learner needs, and specific to different aspects of the Learning Goal.

Process and Requirements for SLOs and SSIOs

The SLO/SSIO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers must complete one SLO/SSIO for approval and implementation. Failure to complete an SLO/SSIO shall result in a “0” rating. ONLY an approved SLO/SSIO shall be implemented. All NCTs will have the option of using either an SLO template or a parallel SSIO template. The following chart details both processes.

SLO/SSIO Process		
Writing the SLO/SSIO	The purpose of writing the SLO/SSIO is to identify prioritized needs for instructional planning, progress monitoring and rigorous goal setting that impact student growth.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Reference the SLO/SSIO Technical Guidance and Planning Document. Determine priority curricular area for setting Learning Goal, choosing Assessments, determining Expected Targets and Instructional Strategies. Use baseline data to determine readiness level. Develop teacher-generated success indicators for SSIOs. Submit the SLO (with the Expected Target Record Sheet) or SSIO for approval. 	<ul style="list-style-type: none"> Ensure SLO/SSIO processes and expectations are implemented by teachers in preparation for the approval deadline. Assist teachers in collecting data, analyzing it, and identifying priority area(s). Set schedule for Beginning-of-Term Conference. Review submitted SLO with the Expected Target Record Sheet, or SSIO.
Beginning of Term Conference	The purpose of the Beginning of Term Conference is to review and discuss the SLO/SSIO as submitted.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share rationale for the Expected Targets using the prepared SLO/SSIO documents and the Rubric for Rating the Quality of SLO/SSIO. 	<ul style="list-style-type: none"> Facilitate discussion using the Rubric for Rating the Quality of SLO/SSIO and provide feedback. Establish next steps and due dates for any required changes. Document Beginning of Term Conference in PDE³.
<p align="center">SLO/SSIO Approval</p> <p align="center">All components must be acceptable for approval</p> <p align="center">Only Approved SLOs may be implemented</p> <p align="center">Incomplete SLOs will result in zero ratings</p>		
Implement and progress monitor SLO/SSIO	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement appropriate strategies of the approved SLO/SSIO. Monitor student learning and progress towards goal. Collect and organize data. If adjustments to SLO/SSIO and Expected Target Record Sheet is needed: <ul style="list-style-type: none"> schedule a Middle-of-Term Conference with the evaluator resubmit SLO with Expected Target Record Sheet or SSIO for approval. (i.e. include new students and exited students). 	<ul style="list-style-type: none"> Monitor and support teachers during implementation. If necessary collaborate with teacher to schedule a Middle-of-Term Conference. Review any requested revisions on the submitted SLO with the Expected Target Record Sheet, or SSIO.
Middle of Term Conference (if applicable)	The purpose of the optional Middle of Term Conference is to discuss changes to the original SLO/SSIO due to extenuating circumstances, new/exited students, and the data collected to gauge the current level of progress for the SLO/SSIO.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Collaborate with evaluator to make adjustments to the SLO/SSIO. Make necessary adjustments for approval. 	<ul style="list-style-type: none"> Collaborate with teacher to review and make adjustments to the SLO/SSIO. Approve the SLO/SSIO revisions. Document Middle-of-Term Conference in PDE³.

SLO/SSIO Middle-of-Term Approval All components must be acceptable for approval Only Approved SLOs may be implemented		
Compile and reflect on Outcomes	Teacher	Evaluator
	<ul style="list-style-type: none"> Continue to implement appropriate strategies, refine practice, and reflect on performance. Collect, compile and analyze assessment data and target information. Complete End-of-Term reflection questions. Submit final evidence including record sheet and reflection along with other supporting documents. 	<ul style="list-style-type: none"> Monitor and support teachers with implementation. Schedule End-of-Term Conference with teacher. Review SLO/SSIO, Expected Targets Record Sheet, End-of-Term reflection questions and any supporting documents.
End of Term Conference	The purpose of the End-of-Term Conference is to discuss the data collected, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Discuss the data collected using the SLO/SSIO Rubric for Rating the Quality of SLO/SSIO. Reflect on practice to determine next steps. 	<ul style="list-style-type: none"> Facilitate discussion about the data, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric. Document End-of-Term Conference in PDE³. Lock rating in PDE³.

Special Considerations

Teachers who teach students in an alternative learning setting, both on or off-campus (e.g. High Core, Kapolei Complex Alternative Center, Hale O Ulu), may consider NCT options. The teacher and evaluator work together to determine if an SLO or SSIO is most appropriate. If the teacher and evaluator cannot agree, the evaluator may select the most appropriate focus. In cases where the applicability of the type of SLO is in question, consider the following guiding questions:

- Is the teacher responsible for instructing a group of students?
- Does the teacher have a consistent group of students within an interval of instruction (at least a quarter)?
- Does the teacher have adequate contact time or instructional minutes for a group of students?
- If the replies to the above questions are “no,” then the teacher and evaluator may consider setting goals related to job responsibilities (NCT). Under special consideration, certain provisions may be added to cover teachers who have students that are intellectually disabled, medically fragile, or non-verbal.
- In cases where teachers have a very small class size (e.g. less than 10) that addresses drastically individualized student needs (e.g. medically fragile), teachers and evaluators have options to consider depending on the context of the class:
 - Create different SLOs for each student, upload one in PDE³, and keep the rest electronically or as a hard copy. SLOs may integrate Individualized Education Plan goals and objectives.
 - Create a common Learning Goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes. The Expected Targets will vary for each student.

Key Deadlines for SLOs and SSIOs

Semester 1 SLO/SSIO Key Deadlines		
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve Middle-of-Term First Semester SLO/SSIO in PDE ³
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18	Final Rating	Evaluators finalize First Semester SLO/SSIOs End of Term rating in PDE ³

Semester 2 SLO/SSIO Key Deadlines		
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
3/24	SLO/SSIO	Evaluators approve Middle-of-Term Second Semester SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Second Semester SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Second Semester SLOs/SSIOs in PDE ³

Year-long SLO/SSIO Key Deadlines		
10/2	SLO/SSIO	Evaluators approve Year-long SLO/SSIO in PDE ³
1/26	SLO/SSIO	Evaluators approve Middle-of-Term Year-long SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Yearlong SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Year-long SLOs/SSIOs in PDE ³

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for SLOs and SSIOs

During the End-of-Term Conference, the evaluator assigns a final rating for each SLO/SSIO. An incomplete SLO/SSIO will result in a zero rating. Some possible reasons for an incomplete SLO/SSIO may include failure to revise the SLO/SSIO to meet the acceptable indicators of quality, or not completing an SLO/SSIO. Teachers who have an incomplete SLO/SSIO due to an approved leave or a change in position in the middle of the year will not be penalized.

SLO/SSIO ratings are quantified as follows:

Highly Effective: 4

Effective: 3

Developing: 2

Ineffective: 1

Incomplete: 0

Additional Resources for SLOs and SSIOs

Login to the HIDOE intranet EES website's SLO/SSIO link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESsLO> for the following resources:

- SLO and SSIO Overview including Frequently Asked Questions (FAQs)
- SLO and SSIO Rubrics
- CT and NCT Training Resources
- SLO Calibration Module
- CT and NCT Documents
- Teacher Evidence Submission Form
- SLO Supporting Resources
- Acceptable Quality Sample Bank



Hawaii Growth Model

The Hawaii Growth Model makes up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. In the 2014-15 school year Hawaii transitioned to the Smarter Balanced Assessment (SBA) for calculating Student Growth Percentile (SGP) scores. Teacher Median Growth Percentile (MGP) and School wide English Language Arts (ELA) MGP will be posted in PDE³ during the Fall Semester. Because of the timing for scoring the SBA and calculating SGP results, the scores are incorporated into EES one year after they are calculated. The 2014-15 SBA results will be used in a teacher's 2015-16 EES.

Indicators for the Hawaii Growth Model

Student Growth Percentile (SGP)

Student Growth Percentile (SGP) 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.

The Hawaii Growth Model is a normative model that ranks each student's state assessment score within a content area against students with similar score histories (academic peers). The SGP 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. An SGP will be generated only if the student has a minimum of two state assessment scale scores from consecutive grade levels in the given subject area. SGPs are not produced for students who repeat a grade, skip a grade, or take alternative assessments.

Median Growth Percentile (MGP)

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students. MGPs 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 medians are less affected by outliers.

Process and Procedures for the Hawaii Growth Model

All school-level teachers will receive a student growth score from the Hawaii Growth Model. Teachers in grade 4-8 English Language Arts (ELA) and Math will receive a Teacher MGP that accounts for 25% of their rating, while the rest of school level teachers will receive a School-wide ELA MGP that accounts for 5% of their rating.

The School wide ELA MGP is used because all educators support student literacy and language development. The School wide ELA MGP only takes students at the school for a full school year and plots them on the line. Then the middle student growth percentile is selected for the School wide ELA MGP.

Roster Verification for Student Growth

The roster verification process will measure individual student enrollment in ELA and math classes over the course of the year guided by inclusion rules for each month (students must be enrolled for 10 or more school days). Weighting is applied to the amount of time students are roster verified for.

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.

If a teacher provides and assesses direct instruction in ELA and Math, then they need to verify and submit two different rosters, one roster for each content area.

Teachers in Grades 4-8 ELA and Math – Teacher MGP

- Teacher MGPs will be computed for teachers of ELA and Math 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.
- A minimum of 20 SGPs is required to calculate an MGP.
- If a teacher does not have 20 SGPs within one school year, the SGPs can be pooled utilizing up to two prior years of SGP scores. Pooling to meet the minimum SGP count of 20 will begin in SY 2015-16, utilizing 2014-15 results.
- Weighting is applied if a student has multiple teachers contributing to his/her SGP. Each teacher gets credit for the student's outcome depending on how long the student was with each teacher and how many teachers the student had contributing to his/her outcome.

Teachers Not in Grades 4-8 ELA and Math – School wide ELA MGP

- School level teachers in all other assignments, including non-classroom teachers at school-level, will receive a School wide ELA MGP as 5% of their final evaluation rating. It is not possible to calculate a Teacher MGP for teachers outside of grades 4-8 ELA and Math.
- School wide MGPs follow the conventions from the Strive HI Performance System, the state's school accountability system.
- Students must be at the school for one full academic year to be included in the school-wide ELA MGP.
- Teachers do not have to participate in the Roster Verification process for the School wide ELA MGP.
- Teachers must be active employees for at least two quarters to receive a School wide ELA MGP.

Key Deadlines for the Hawaii Growth Model

Key Deadlines		
10/2	SGP	Discuss applicable MGP scores during Beginning Conferences
4/11-6/1	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See details in Appendix E: 2015-16 SGP Calendar.

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for the Hawaii Growth Model

Growth calculations are performed shortly after state assessment scores are validated and finalized. Teacher MGPs are calculated in the fall. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year.

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 considered Marginal or Unsatisfactory. An 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	Teacher MGP Range
1	1 - 30
2	31 - 39
3	40 - 60
4	61 - 99

Hawaii Growth Model ratings of 1-4 for teachers with an available Schoolwide ELA MGPs are based on the following scoring bands described below.

EES Rating	Schoolwide ELA MGP Range
1	1 - 39
2	40 - 43
3	44 - 57
4	58 - 99

Teachers without prior year's growth data will not have a Teacher MGP or School wide ELA MGP factored into their evaluations.

Additional Resources

- **SchoolView**

SchoolView is a visualization tool that displays student growth percentiles for math and reading from the state assessment. Users are provided different levels of access to student, school, and Complex Area data based on permissions in the Department's Longitudinal Data System. The public has access to school and district summaries at <http://growthmodel.hawaiipublicschools.org/> while teachers see specific student scores based on roster verification from the previous spring. Teachers can log in to SchoolView through the DOE's single sign-on (<https://www.doesso.k12.hi.us>) to access class data and individual student histories.



- **Longitudinal Data System (LDS)**

The Longitudinal Data System (<https://staff.hawaiidoe.net/lds>) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the DOE's single sign-on. Student growth trends of current students can be located by teachers and administrators on the LDS and triangulated with other data sources such as attendance records. Summaries of school wide data are available on LDS, including the percentage of students that are catching up and keeping up with expected growth targets school wide.

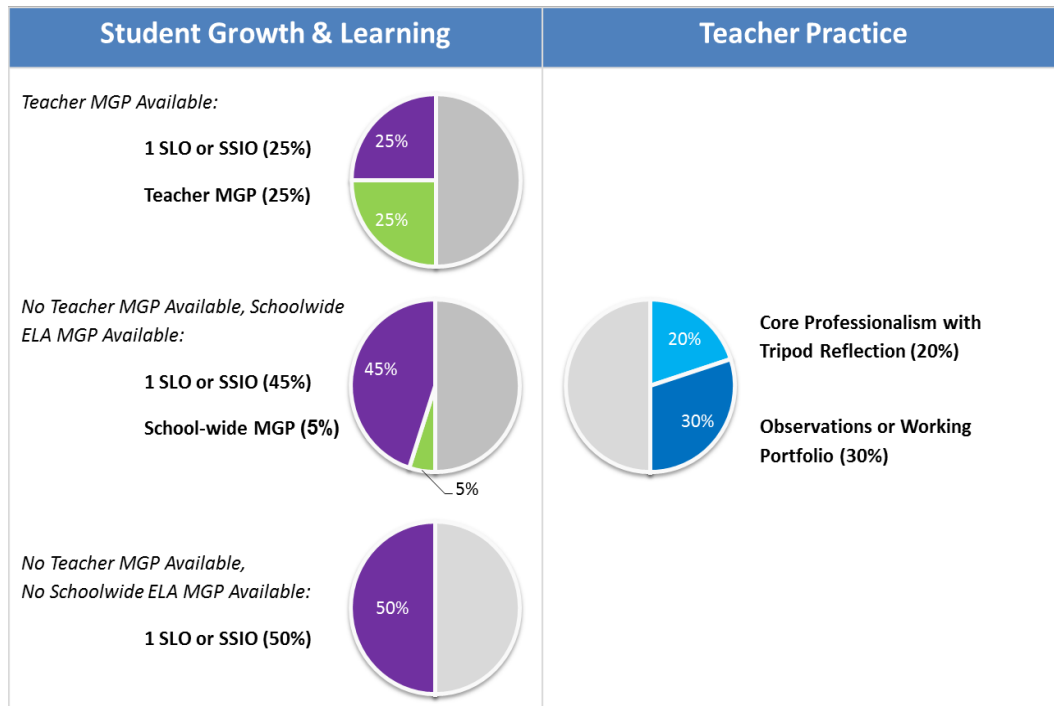
- **HIDOE Intranet EES Page:**

- Login to the HIDOE Intranet EES website's Hawaii Growth Model link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM> for the following resources:
 - Frequently Asked Questions (FAQs)
 - Technical documents
 - "Measuring and Calculating Student Growth" - Prezi Presentation
 - Growth Model website tutorial: Tutorial for the public level views of the Hawaii Growth Model Website to look at school wide scores.
 - Growth Model tutorial for private level views: Tutorial for the Private Level Views of the Hawaii Growth Model Website to look at individual student.
- Login to the HIDOE Intranet EES website's Roster Verification link: <https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx> for the following resources:
 - Student Growth RV
 - Roster Verification Steps: SGP

Final Effectiveness Rating

A teacher's Final Effectiveness Rating is based on combined ratings from the two measures of Student Growth and Learning and the Teacher Practice.

The Teacher Practice Rating and Student Growth and Learning Rating are 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. Ultimately the ratings for Teacher Practice and Student Growth and Learning will be combined into one Final Effectiveness Rating. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. No teacher shall be rated less than Effective without proper documentation.



Once teachers have a rating for Teacher Practice and Student Growth and Learning, this value is rounded to the nearest whole number. Each teacher's Final 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	
Marginal	Effective	Effective	Effective	
Marginal	Marginal	Effective	Effective	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Impact of Final Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, non-renewal, etc.) are based on the Final Rating.

Impact of School Year 2015-2016 EES Final Rating on Employment Actions and Pay Increase			
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S) for School Year 2016-17	PAY INCREASE for SY 2016-17
• All	Effective/ Highly Effective	Continuation of employment	Eligible
• Tenured • Probationary first annual rating • Temporary Teaching Assignment Agreement	Marginal	Continuation of employment. Principal Directed Professional Development Plan (PDPDP)	Ineligible
• Probationary second annual rating • Temporary Teaching Assignment Agreement	Marginal SY2015-16 with prior Effective rating in SY2014-15	Extension of probation. Principal Directed Professional Development Plan (PDPDP)	Ineligible
• Probationary 2nd Annual Rating	Marginal SY2015-16 with prior Marginal rating in SY2014-15.	Non-renewal of employment	Not Applicable
• All	Unsatisfactory	Termination of employment	Not Applicable

Expedited Appeals Process

An Expedited 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 final effectiveness rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-15 school year, and thereafter. Expedited Appeals forms and instructions are posted in Appendix H: Teacher Evaluation Expedited Appeals Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HDOE Intranet and accessing the OHR Forms Library at <https://intranet.hawaiipublicschools.org/offices/ohr/>:

- Teacher Evaluation Expedited Appeal Form:
<https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form.pdf>
- Teacher Evaluation Expedited Appeal Process Instructions:
<https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf>



Appendix

A. Key Terms

Classroom Teacher (CT)

A Bargaining Unit 5 (BU5) employee within the Department who plans, delivers and assesses instruction for students.

Educator Evaluation System (EES)

The evaluation system for BU5 members employed as teachers within the Department.

HIDOE Intranet (<https://intranet.hawaiipublicschools.org/sixstrategies/ees>)

The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to videos, presentations, reference documents, Frequently Asked Questions and other communications materials.

Individual Professional Development Plan (IPDP)

A professional development plan developed by all teachers rated as Effective or better. The plan will be collaboratively developed based on a review of data including, but not limited to, results in student surveys, Hawaii Growth Model, and practices aligned with the Framework for Teaching. In addition to supporting quality reflective professional practice and improvement, the IPDP and the conferences with the administrator about the plan can be used to validate the “Carried over” rating or trigger intervention.

Median Growth Percentile (MGP)

An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCT)

A BU5 employee within the Department who does not teach any class, or is not primarily responsible for planning, delivering and assessing instruction for students.

Principal Directed Professional Development Plan (PDPDP)

A professional development plan for teachers rated Less than Effective. The PDPDP will be directed by the principal or evaluator.

PDE³ (<https://pde3.k12.hi.us>)

PDE³ stands for Professional Development Experiences that Educate and Empower. PDE³ is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search for professional development opportunities.

Roster Verification (<https://rosteronline.k12.hi.us>)

A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) to help schools build rosters for teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

Roster verification administrations involve a) school teams and administrators preparing the system, b) classroom teachers verifying student roster data, and c) school administrators approving the data at two points in a school year. All classroom teachers in grades 3-12 who are responsible for delivering instruction and assigning or collaborating in the assignment of grades or monitoring student progress will verify rosters during the designated Tripod roster verification window. Only teachers who are responsible for delivering instruction for mathematics and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

School or System Improvement Objective (SSIO)

SSIOs provide the opportunity for non-classroom teachers to set targets for school or system improvement; plan for prioritized needs or focus area of the school, complex, or state; focus on areas of need within the scope of the individual role and responsibilities; backward plan for a successful outcome of reaching the goal; align to professional standards when applicable; and reflect on outcomes based on data.

School wide ELA MGP

The median of all student growth percentiles achieved in English Language Arts across a school.

Smarter Balanced Assessment (SBA)

The Smarter Balanced Assessment (SBA) is an assessment system developed by a state-led consortium (including Hawaii) to accurately measure student progress toward college and career readiness. SBA replaced the Hawaii State Assessment in the 2014-2015 school year.

State Assessment

Up until 2013-14 this was the Hawaii State Assessment (HSA), which measured proficiency in reading and mathematics relative to the Hawaii Content Performance Standards. Beginning in 2014-15, the State Assessments became the Smarter Balanced Assessment (SBA) which measures proficiency in English language arts and literacy and mathematics relative to the Hawaii Common Core Standards.

Strive HI Performance System

Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

Student Growth Percentile (SGP)

A rank from 1 to 99 relative to students with similar achievement histories.

Student Learning Objective (SLO)

SLOs provide the opportunity for teachers to set an academic goal for specific students; plan for the most important learning of the year (or semester); determine specific and measurable learning targets based on initial evidence of student readiness levels; align goals to Common Core, state, or national standards, as well as any other school or complex priorities; use data to monitor student learning, differentiate instruction based on student needs; and compile, organize, rate, and reflect on outcomes.

Teacher ELA MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 English Language Arts classes.

Teacher Math MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 math classes.

Teacher Median Growth Percentile (MGP)

The median growth percentile summarizing the complete set of student growth scores, both English Language Arts and mathematics, linked to an individual teacher.

Tripod Student Survey (Tripod)

Surveys administered to students and treated as formal assessments capturing students' perceptions of their classroom experiences. Teachers are provided with feedback about how to improve their teaching practice.

B. Recommended Resources

Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the EES facilitator and trainer. A list of these contacts is available on the HDOE Intranet EES website.

EES Help Desk

The EES Help Desk will provide callers with knowledge, awareness, and understanding of the EES components. In addition, the Help Desk documents caller feedback to improve overall EES training and implementation planning.

Phone Number: 808-586-4072

Hours of Operation: 7:30 A.M. - 3:30 P.M.

Days: Monday-Friday, except state and federal holidays and the winter break period

Hawaii Adapted Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching

This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Hawaii Adapted Framework for Teaching

This rubric combines the element level rubrics for each component along with the component level rubrics from the 2013 Framework for Teaching Evaluation Instrument. Instead of displaying the entire rubric, this has been adapted to only display the focus components of Hawaii's Educator Effectiveness System.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

A book written by Charlotte Danielson to help school leaders understand the value of reflective, informal, professional conversations in promoting a positive environment of inquiry, support, and teacher development. Organized around the “big ideas” of successful teaching and ongoing teacher learning, it explores the unique interaction of power structures in schools.

You Don't Have to be Bad to Get Better

A book written by a senior Danielson Group member about the attributes of strong instructional leaders. The author explores how leaders are able to develop, support, and sustain quality teaching in any school environment. School leaders at all levels will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.

C. Stakeholder Input Groups

Since the inception of the EES, many educators and community leaders have given input to help design the EES and to make the EES stronger each year of implementation. Some of the important stakeholder groups who have influenced this work are:

Teacher Leader Workgroup

Since 2010, the Teacher Leader Workgroup (TLW) has met regularly to inform the EES design and implementation. In school year 2014-2015, the TLW expanded to over 50 people from all 15 complex areas. This group provided formal recommendations to the Deputy Superintendent and the Joint Committee.

HSTA-HIDOE Joint Committee

The HSTA-HIDOE Joint Committee of four HSTA and four Department members provides formal recommendations to the Superintendent.

Technical Advisory Group

The EES Technical Advisory Group (TAG) is comprised of national, regional, and local experts who provide recommendations to the HSTA-HIDOE Joint Committee to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing HIDOE policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications for school year 2014-15.

HSTA-HIDOE Joint Survey

In addition, HIDOE received feedback via the HSTA-HIDOE joint survey of teachers, the 48 principals who participated in the EES Principal Working Group, and the Hawaii Government Employees Association's elected Board of Directors for Unit 6.

Hawaii's Educators

Informally, HIDOE received significant feedback through the complex areas. HIDOE bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals' meetings, dedicated trainings, and complex area surveys.

D. 2015-16 Tripod Student Survey Calendar

	OITS	SBT	OITS	Teachers	Administrators	State	State	Schools	OHR/TNL/CE
RV Track	Data Snapshot	School Setup	Soft Delete	Teacher RV	Review & Approve	Data Quality Check	Send Data to vendor	Survey Window	Teacher Favorability and NCE Reports & Scores Available
Yellow	8/20	8/24-28	8/28 4:00 p.m.	8/31-9/4	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Red, Green, & Single Track	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Blue	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	12/1-11	2/25/16

E. 2015-16 SGP Calendar

	OITS	SBT	OITS	Teachers	School Administrators	State Office	State Office	Schools	Schools
	Data Snapshot	School Setup	Soft Delete	Teacher Roster Verification	Review and Approve	Data Quality Check	Send Data to Vendor	Survey Window	Results
Single, Yellow, and Blue Track Schools	3/22/2016	4/1 – 4/8		4/11 – 4/29	5/2 – 5/6*	5/9 – 5/13	6/8		2016 Fall Semester
Red Track Schools	3/22/2016	4/1 – 4/8		4/14 – 4/20 and 5/11 – 5/24	5/25 – 6/1	6/2 – 6/7	6/8		2016 Fall Semester
Green Track Schools	3/22/2016	4/1 – 4/8		5/2 – 5/20	5/23 – 5/27	5/31 – 6/6	6/8		2016 Fall Semester
* This date could be extended to May 10 for Yellow and Blue track schools depending on the impact of school-specific student activities.									

F. Comprehensive Evaluation Tracks for 2015-16

ENHANCED CYCLE Classroom Teacher (CT)	
Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observations	CT will complete two or more formal, full cycle observation (once in fall semester and once in spring semester).
Student Learning Objective (SLO)	CT will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for their 2015-16 MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> CT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> CT will complete an IPDP.
Final Rating	CT will receive a new rating.

ENHANCED CYCLE Non Classroom Teacher (NCT)	
Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observations	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations If selecting observations in lieu of a working portfolio, two or more formal, full cycle observations are required.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	NCT will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> NCT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> NCT will complete an IPDP.
Final Rating	NCT will receive a new rating.

STANDARD CYCLE Classroom Teacher (CT)

Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observation(s)	CT will complete one or more formal, full cycle observations.
Student Learning Objective	Teacher will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive a new rating.

STANDARD CYCLE Non Classroom Teacher (NCT)

Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observation(s)	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations. If selecting observations in lieu of a working portfolio, one formal observation is required
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Teacher will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	Teacher will complete an IPDP.
Final Rating	Teacher will receive a new rating.

STREAMLINED CYCLE Classroom Teacher (CT)*

Core Professionalism	CT will verify roster for Tripod Student Survey and reflect on Student Survey results during the IPDP conference.
Classroom Observation	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Student Learning Objective	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, reflect on results during the IPDP conference, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive the rating of Effective or better carried over from prior year.

- If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.

STREAMLINED CYCLE Non Classroom Teachers (NCT) *

Core Professionalism	NCT will reflect on school wide data Tripod and Hawaii Growth Model results during the IPDP conference.
Working Portfolio OR Observation(s)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	NCT will complete an IPDP
Final Rating	NCT will receive the rating of Effective or better carried over from prior year

- * If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.

G. EES Summary of Conference Form



EDUCATOR EFFECTIVENESS SYSTEM (EES) SUMMARY OF CONFERENCE

DOE OHR 500-006
Last Revised: 04/02/2015
Former DOE Form(s): N/A
DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

DATE: _____
MM/DD/YYYY

TO: Teacher Name: _____
Last First M.I.
Teacher School/Office: _____

FROM: Evaluator Name: _____
Last First M.I.
Evaluator Position: _____
Evaluator School/Office: _____
Evaluator Signature: _____

SUBJECT Summary of Conference Held on _____
MM/DD/YYYY
Re: _____
(Subject matter and Duty(ies) Discussed)

CONFERENCE PARTICIPANTS: _____

The following is my understanding of what we discussed on _____ at _____.
(date of conference) (time of day)

Part I: State the specific EES measure(s), data point(s), and indicators; subject matter, deficiency(ies) discussed, and concerns of both parties; as applicable.

Part II: If applicable, state directive(s) or suggestions given, follow-up activities, expectations, etc.

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component rating of the component(s) identified in Part I and/or disciplinary action.

If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments, if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by _____.
(date reasonably determined) The copy is for your own files.

Teacher Signature: _____

Date: _____
MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely indicates knowledge and receipt of this Summary of Conference.

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee

(Page 2 of 2)

H. Teacher Evaluation Expedited Appeals Form - Instructions



Teacher Evaluation Expedited Appeal Process Instructions

DOE OHR 500-007Ins

Last Revised: 04/29/2015

Former DOE Form(s): N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

Pursuant to the Hawaii State Teachers Association (HSTA) collective bargaining agreement, Appendix VII- Expedited Appeals Process, beginning in school year 2014-15, the purpose is to:

1. review the case to determine if the evaluation procedures were properly applied and administered, and
2. review the case to determine if there is sufficient documentation to support the evaluation rating. The panel may consider additional evidence, as it deems appropriate.

Hawaii Department of Education (DOE) tenured teachers who are rated marginal have two bases for the appeal of their overall annual evaluation rating under the Educator Evaluation System (EES). The first basis is if a teacher believes that the correct and appropriate evaluation procedures were not properly applied and administered. The second basis is if a teacher believes that there is insufficient documentation to support the annual rating. The section below will describe the process for teachers.

Steps in the Teacher Evaluation Expedited Appeals Process

If you are a tenured DOE teacher receiving an overall marginal rating and you believe the evaluation procedures were not properly applied and administered, or that there is insufficient documentation, then you must take the following steps:

Step 1 - Complete the Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 and indicate whether (a) procedures were not properly applied and administered, and/or (b) whether there was insufficient documentation to support evaluation rating.

Step 2 - Identify if "procedural violation" and/or "insufficient documentation."

For procedural violations: Document the procedural errors in detail:

- What procedure was violated? (i.e. EES Manual, page ____).
- Violations committed by whom?
- When violation occurred?
- Explain any steps you took to remedy the issue or engage your administrator in resolving the issue.

For insufficient documentation: Describe in detail why the documentation is insufficient to support the marginal rating:

- What evidence/documentation is in dispute?
- Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and as briefly as possible.
- Any steps you took to remedy the issue or engage your administrator in resolving the issue.

Compile any other evidence to support your appeal (e.g., statements from colleagues, emails and/or memos to or from your administrator).

Step 3 - Submit completed Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 to your respective Complex Area Superintendent (CAS) with a copy to District Personnel Regional Officer (PRO). Contact info on pages #4-5.

Form must be submitted no later than fifteen (15) calendar days after receipt of Marginal annual evaluation rating, unless extended by mutual agreement between the Department and Association. If the 15th calendar day falls on a Saturday, Sunday, or State Holiday, the form may be submitted by the next working day.

Electronic copy may be submitted via Lotus Notes by submission due date, however, a signed hard-copy must follow via mail or inter-office courier.

(Page 1 of 4)

Step 4 - Appeals Panel Review Hearing.

- Teacher shall be notified of hearing date, time, and place.
- 4-member panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions to the Panel (however, advanced preparation may be provided by an Association or Department representative, respectively).
- It takes three (3) panel members to reverse the rating (i.e., uphold the appeal).
- Panel shall deliberate and render a decision no later than fifteen (15) calendar days after the date of hearing. If the 15th day falls on a Saturday, Sunday, or State Holiday, the decision may be rendered on the next working day.

Step 5 - Arbitration (subject to the Association's approval).

- Should the panel not uphold the appeal, ONLY the Association (and not the individual teacher) may appeal the panel's decision to arbitration within ten (10) calendar days after receipt of the panel's decision.
- The Association or Department may not present different allegations, facts, evidence or arguments in arbitration than those presented to the panel.

These steps are outlined in the attached flow chart - Steps in Expedited Appeals Process.

Steps in Expedited Appeals Process

(for Tenured Teachers rated as Marginal)

Step 1- Complete Form

Complete Appeals form, and indicate:

- Procedures not properly applied or administered; and/or
- Insufficient documentation to support evaluation rating.



STEP 2 – Procedural Violations (complete pages #1-2)

Document the procedural errors in detail.

- What procedure was violated (i.e. EES Manual, page __, etc.)
- Violations by whom?
- When occurred?
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 2 – Insufficient Documentation (complete pages #1, 3-4)

Describe in detail why the documentation is insufficient to support the marginal rating.

- What evidence/documentation is in dispute? Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and succinctly as possible.
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.



STEP 3 – Submit to CAS with copy to PRO (the form and evidence/documentation).

Form 500-007 must be submitted no later than fifteen (15) calendar days after receipt of annual evaluation rating, unless extended by mutual agreement between DOE and HSTA.



STEP 4 – Appeals Panel Review Hearing

- Teacher shall be notified of hearing date, time, and place.
- 4-member Panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions (with assistance from HSTA or DOE, respectively.)
- It takes 3 panel members to uphold the appeal.
- Panel shall deliberate and render decision within fifteen (15) calendar days after hearing.



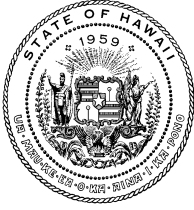
STEP 5 – Arbitration (if HSTA approves)

- Should the panel not uphold the appeal, ONLY the HSTA (not the individual teacher) may take the panel's decision to arbitration, with 10 calendar day notice given to DOE after the panel's decision.
- The parties may not present different allegations, facts, evidence or arguments in arbitration than those presented to appeal panel.

Send Form OHR 500-007 to your district's Certificated PRO and Complex Area Superintendent.

Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816	Farrington-Kaiser-Kalani
	Kaimuki-McKinley-Roosevelt
Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819	Aiea-Moanalua-Radford
	Leilehua-Mililani-Waialua
Leeward District 601 Kamokila Blvd. Kapolei, HI 96707	Campbell-Kapolei
	Pearl City-Waipahu
	Nanakuli-Waianae
Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744	Castle-Kahuku
	Kailua-Kalaheo
Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720	Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740
Maui District 54 High St., 4th Floor Wailuku, HI 96793	Baldwin-Kekaulike-Maui
	Hana-Lahainaluna-Lanai-Molokai
Kauai District 3060 Eiwa St. Lihue, HI 96766	Kapaa-Kauai-Waimea

I. Teacher Expedited Appeals Form



TEACHER EVALUATION EXPEDITED APPEALS FORM

DOE OHR 500-007

Last Revised: 04/29/2015

Former DOE Forms: N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

EMPLOYEE INFORMATION

Name: _____ Employee ID: _____
Last First M.I. (Employee ID# can be located on the front of the DOE ID Badge)

Address: _____

Phone: _____ Email: _____

School/Work Location: _____ Teacher Classification: ☐ Classroom ☐ Non-Classroom

I have received an annual overall rating of "Marginal" and I wish to appeal my rating. Pursuant to the collective bargaining agreement (CBA, Appendix VII), I have two grounds upon which I can file an appeal: 1) if the evaluation procedures were not properly applied and administered in accordance with the EES Manual, and/or 2) if there is not sufficient documentation to support the evaluation rating.

My reason for submission of appeal is (check all that apply):

☐ Evaluation procedures were not properly applied and administered (complete page #2-3):

☐ Insufficient documentation to support the evaluation rating (complete page #4):

Attached you will find documentation to support this appeal. This documentation must include copies of your summative rating, along with:

Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)
Documentation Required	<ul style="list-style-type: none">What procedure as articulated in the EES Manual was violated? Include the page number(s).By whom?When?Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.	<ul style="list-style-type: none">What evidence/documentation is in dispute? Related to which measure of the EES?Summarize the mistake or error in rating. Describe clearly and as briefly as possible.Describe any steps you took to remedy the issue or engage administrator in resolving the issue.

Teacher Signature: _____ Date: _____
MM/DD/YYYY

Office use only

Received by: _____ Date: _____
MM/DD/YYYY

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 1 of 4)

Evaluation Procedures were not properly applied and administered:

1. What procedure as articulated in the EES Manual was violated? Include the page number(s), summary of citation, and by whom/when.

Page #s of EES Manual	Procedural Violation(s) Cited	By Whom/When

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

☐ Check if more pages are attached.

Insufficient documentation to support the evaluation rating:

1. Which measure of the EES is in dispute and what evidence/documentation do you have? Summarize the mistake or error in rating. Describe clearly and as briefly as possible.

EES Measure in Dispute	Evidence/Documentation	Provide Summary of Mistake or Error in Rating
Classroom Observation(s)		
Core Professionalism		
Working Portfolio or Formal Observation(s) (NCTs)		

☐ Check if more pages are attached.

Insufficient documentation to support the evaluation rating (continued):

Hawaii Growth Model		
Student Learning Objective or School/System Improvement Objective (NCTs)		

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

☐ Check if more pages attached.

Attachment J - Employee manual or personnel policies

If developed, reasonable and legally sound personnel policies or an employee manual, provided as Attachment J (no page limit).

As of February 2016, the DreamHouse team is working with multiple school leaders and mentors in Hawai'i and on the mainland to development personnel policies and a comprehensive employee manual. A draft manual will be available to Leadership Support Team members upon hire and it will be edited and finalized early in 2017 in order to roll out to the founding teacher team.

Attachment K - First Year School Calendar

2017-18 Academic Year | DreamHouse

Note: aligned to the Hawai'i DOE 2017-18 official school calendar

QUARTER SCHEDULE

Q1: 43 Days (Ends Oct. 6)	Q2: 46 Days (Ends Dec. 21)	Q3: 47 Days (Ends March 16)	Q4: 46 Days (May 31)
--------------------------------------------	---------------------------------------------	----------------------------------------------	---------------------------------------

WEEKLY CLASS SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
ABCD	EABC	DEAB	CDEA	BCDE

Color Coding	PD	Holiday	Vacation
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AUGUST 2017 (Q1)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
	1 Teacher PD	2 Teacher PD	3 Teacher PD	4 Teacher PD
7	8	9	10	11
14	15	16	17	18 Statehood Day
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2017 (Q1)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
				1
4 Labor Day	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2017 (Q1/Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2017 (Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
		1	2	3
6	7	8	9	10 Veteran's Day
13	14	15	16	17
20	21	22	23 Thanksgiving	24 Thanksgiving
27	28	29	30	

DECEMBER 2017 (Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 2018 (Q3)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
1	2	3	4	5 Teacher PD
8	9	10	11	12
15 MLK Jr. Day	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2018 (Q3)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
			1	2
5	6	7	8	9
12	13	14	15	16
19 President's Day	20	21	22	23
26	27	28		

MARCH 2018 (Q3/Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 Kuhio Day	27	28	29	30 Good Friday

APRIL 2018 (Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2018 (Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 Memorial Day	29	30	31 Student Last Day	1 (June) Teacher Last Day

MASTER (BELL) SCHEDULE							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM					INST II
8:10-9:30 (80)	BLOCK I	A	E	D	C	B	INST I
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
9:35-10:55 (80)	BLOCK II	B	A	E	D	C	INST I
10:55-11:25 (30)	LUNCH	LUNCH					OTHER
11:25-12:45 (80)	BLOCK III	C	B	A	E	D	INST I
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
12:50-2:10 (80)	BLOCK IV	D	C	B	A	E	INST I
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		INST II
2:50-3:00 (10)	CLOSE DAY				CLOSE DAY		INST II
INSTRUCTIONAL MINS I (CLASS)		320	320	320	320	320	1600
INSTRUCTIONAL MINS II (OTHER)		60	60	10	60	60	250
OTHER (PASSING, LUNCH)		40	40	40	40	40	200
TOTAL		420	420	370	420	420	2050

STUDENT (INDIVIDUAL) SCHEDULE EXAMPLE							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM					PROGRAM
8:10-9:30 (80)	BLOCK I	ELA	MATH	SCI	SS	ELEC	CLASS
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
9:35-10:55 (80)	BLOCK II	ELEC	ELA	MATH	SCI	SS	CLASS
10:55-11:25 (30)	LUNCH	LUNCH					OTHER
11:25-12:45 (80)	BLOCK III	SS	ELEC	ELA	MATH	SCI	CLASS
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
12:50-2:10 (80)	BLOCK IV	SCI	SS	ELEC	ELA	MATH	CLASS
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		PROGRAM
2:50-3:00 (10)	CLOSE DAY	CLOSE DAY			CLOSE DAY		PROGRAM

STUDENT IN CLASS (76%)	320	320	320	320	320	1600
STUDENT IN PROGRAMMED TIME (14%)	60	60	10	60	60	250
OTHER (PASSING, LUNCH) (10%)	40	40	40	40	40	200
TOTAL	420	420	370	420	420	2050

CATEGORY	Minutes / Week
ELA	320
MATH	320
SCI	320
SS	320
ELEC	320
AM HUDDLE	50
DREAM BLOCK	160
CLOSE	40
LEARNING	1850
(+) OTHER	200
TOTAL	2050

TEACHER (INDIVIDUAL) SCHEDULE EXAMPLE (E BLOCK PREP)							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM					INST II
8:10-9:30 (80)	BLOCK I	TEACH A	PREP E	TEACH D	TEACH C	TEACH B	INST I
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
9:35-10:55 (80)	BLOCK II	TEACH B	TEACH A	PREP E	TEACH D	TEACH C	INST I
10:55-11:25 (30)	LUNCH	LUNCH					OTHER
11:25-12:45 (80)	BLOCK III	TEACH C	TEACH B	TEACH A	PREP E	TEACH D	INST I
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
12:50-2:10 (80)	BLOCK IV	TEACH D	TEACH C	TEACH B	TEACH A	LEADERSHIP E	INST I
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		INST II
2:50-3:00 (10)	CLOSE DAY	CLOSE DAY			CLOSE DAY		INST II

TIME	CBA REQ.	DH	SPREAD
INSTRUCTION	1285	1280	-5
PREP	225	240	+15
LUNCH	150	150	0
OTHER	440	430	-10
TOTAL	2100	2100	0

TEACHER HAS CLASS	320	240	240	240	240	1280
TEACHER HAS PREP	0	80	80	80	0	240
PROGRAMMED (HUDDLE, DH, CLOSE)	60	60	10	60	60	250
OTHER (WED STAFF MEETING, SET-UP)	0	0	50	0	80	130
OTHER (PASSING)	10	10	10	10	10	50
LUNCH	30	30	30	30	30	150
TOTAL	420	420	420	420	420	2100

Attachment R - DreamHouse Governing School Board Bylaws

BYLAWS | Our proposed bylaws as of February 2016 are as follows:

I. GENERAL PROVISIONS

1. Legal Status and Name. DreamHouse (the "School") is a proposed public school established by the granting of a charter by the Hawai'i State Public Charter School Commission, as may be amended from time to time (the "Charter").
2. Mission. Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.
3. Location. The proposed community the school will serve is Ewa, Ewa Beach, otherwise considered the Campbell sub-complex as part of the Campbell-Kapolei Complex. The Board of Trustees may change that location with the approval of the Hawai'i Department of Education. The Board may establish other offices and places of business in Hawai'i or elsewhere as is permitted by law.
4. Fiscal Year. Except as from time to time otherwise determined by the Board, the fiscal year of the School shall begin on July 1 and end on June 30 in each year.

II. BOARD OF TRUSTEES

1. Powers and Responsibilities. The Board of Trustees (the "Board") is a public entity and shall have governance and control over all of the general policies, operations, assets, and affairs of the School; including appointing and evaluating the school director, managing the financial affairs of the School and approving the annual budget, and shall further exercise all of the powers of the School except as otherwise provided by law or these Bylaws.
2. Number and Term of Trustees. The number of Trustees constituting the entire Board shall be not less than seven nor more than fifteen. They shall be divided into three groups of approximately equal size and shall serve staggered terms with the term of one group expiring in each successive year. A term is generally defined as three years; however, the Board may at its discretion adjust the term for new Trustees to ensure balance among the three rotating groups.
3. Election of Trustees. The Board may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition. All Trustees hold office from the time of their election until the Annual Meeting coinciding with the expiration of their term of office. Trustees shall be elected by majority vote of the remaining Trustees then in office except as otherwise expressly provided in these Bylaws. The Trustees may at any time hold a special meeting to fill any vacancy in the Board caused by death, resignation, removal or disqualification. Once elected, a Trustee may take official action only after the Trustee's membership has been approved by the Hawai'i Department of Education.
4. Diversity. DreamHouse will actively seek a diverse range of trustees across lines of difference including gender, ethnicity, professional experience, and culture.

5. Honorary Trustees. By vote of the Board, individuals of special significance to the School may be appointed as non-voting Honorary Trustees.
6. Annual Meeting. The Annual Meeting of the Board shall be held between November 1 and December 31 of each calendar year, or at such time, other than a legal holiday, as the Board shall determine. Notice of the annual meeting shall be given as provided in Section 2.108 of these Bylaws.
7. Regular Meetings. Regular meetings of the Board are scheduled by a calendar annually approved by the Board. The Board shall hold no fewer than four (4) regular meetings during the calendar year.
8. Special Meetings. Special meetings, defined as those not on the annually approved calendar, of the Board may be held at any time and at any place when called by the Board Chair or by two or more Trustees.
9. Open Meeting Law. All meetings of the Board shall be posted and conducted in accordance with Hawai'i State Law, as amended from time to time, or any successor statute.
10. Notice of Meetings. Public notice of meetings shall be given as required by law. In addition, notice of the place, date, and hour of all regular or special meetings shall be given to each Trustee by the Clerk of the Board or by the Clerk's designee. Such notice shall be given to each Trustee in person, in writing, or by telephone, telegram, facsimile, electronic mail, or web-site announcement. Such notice shall be addressed to each Trustee at his usual or last known business or residence address, or at such other address as said Trustee may from time to time designate in writing. Notice sent by mail shall be mailed at least 48 hours before the meeting., Notice given in person, by telephone, telegram, facsimile, e-mail or web-site announcement shall be sent or given at least 48 hours before the meeting. Notice of a Meeting need not be given to any Trustee if a waiver of notice, executed by that Trustee before or after the meeting, is filed with the records of the meeting, nor to any Trustees who attends the meeting without protesting prior thereto, or at its commencement, the lack of notice to him or her. Any notice to the Trustees need not specify the purposes of the meeting unless otherwise required by law, the Charter, or these Bylaws, except when the purpose of such meeting is to (1) amend or repeal the Charter or these Bylaws or (2) remove a Trustee.
11. Quorum. A majority of the voting Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board, but a lesser number may by majority vote adjourn the meeting from time to time and the meeting may be held as adjourned without further notice.
12. Procedure and Action By Vote. The Board shall adopt its own meeting format and procedure in any manner allowed by the laws of Hawai'i. When a quorum is present at any meeting, the vote or concurrence of a majority of the number of Trustees present shall be required and sufficient to decide any matter or to take any action, except to the extent that a greater proportion is required by law or the Charter or these Bylaws. Voting by e-mail, proxy, or designation of an alternate to represent an absent Trustee shall not be permitted. Except as otherwise permitted by law, Trustee participation must occur in person for the purpose of a quorum or vote.
13. Ethical Responsibilities. All Trustees shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School. All Trustees are considered "special state employees"

under the Hawai'i State Law, and are bound by the terms of such statute as it may be amended from time to time, or any successor statute.

14. Committees. The Board may establish standing and special committees as it may deem proper. The Board shall prescribe the membership, powers, and duties of any such committees. Unless otherwise provided by the Board, the committees shall conduct their affairs in the same manner as is provided by these Bylaws for the Board itself. Such committees may be composed entirely of Trustees or may include a mixture of Trustees and non-Trustees, provided that each committee is chaired by a Trustee, appointed by the Chair of the Board. Each such committee shall report to the Board and shall have no power to bind the School.
15. Minutes. Proper meeting minutes will be kept for each Board meeting. Minutes should be adopted and kept including the time, date, and location of the meeting, the members present or absent, and all actions taken at the meeting, including formal votes taken.
16. Rules of Order. Except where they may be in conflict with these Bylaws, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

III. OFFICERS

1. Designation. The Officers of the Board shall be a Chair, a Vice-Chair, a Treasurer, and a Clerk, and may include additional officers if the Board so decides.
2. Election. The Officers of the Board shall be elected annually by the Board at its annual meeting, or in special circumstances as deemed by the Board Chair, at regular or special meetings during the year.
3. Qualifications. All Officers of the Board shall either be residents of Hawai'i, or, if they do not reside in Hawai'i, they must have a demonstrate demonstrate to the Board a significant and strategic connection and vested interested in the success of the School, and satisfy all other applicable legal requirements. So far as is permitted by law, any two or more offices may be held by the same person.
4. Tenure. Subject to law, to the Charter and to the other provisions of these Bylaws, the Officers of the Board shall each hold office until the next annual meeting of the Board or until their successors are elected and qualified, unless a shorter term is specified in the vote electing or appointing them. Officers shall be eligible to serve upon re-election for repeated terms. If any Office of the Board becomes vacant, the Trustees shall elect a successor, who shall hold office for the unexpired duration of the term.
5. General Duties and Powers. Subject to law, to the Charter and to these Bylaws, each Officer shall have, in addition to the duties and powers herein set forth, such duties and powers as are commonly incident to the office and such duties and powers as the Board may from time to time designate.
6. Chair and Vice-Chair. The Chair shall establish the agenda for and preside over all meetings of the Board, and shall have such other powers, functions, and duties as the Board may specify or delegate to the Chair. In the absence of the Chair from any meeting of the Board, the Vice-Chair shall preside. With the approval of the Board, the Vice-Chair may also assist the Chair by taking on general or particular assignments.
7. Treasurer. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board. The Treasurer shall have such other powers

and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Trustees.

8. Clerk. The Clerk shall maintain records of all proceedings of the Board in a book or books kept for that purpose. Such copies and records shall be kept in this Commonwealth and shall be open at all reasonable times for inspection by the Trustees at the principal office of the School or at an office of the Clerk or of its resident agent. If the Clerk is absent from any meeting of the Board, the Trustees shall appoint a Clerk pro tem to record the proceedings and otherwise to assume temporarily the Clerk's responsibilities.
9. School Director. The Board shall appoint an additional Officer with the title School Director, who shall be responsible for carrying out the mission of the School in accordance with policies established by the Board. The School Director shall be responsible for the day-to-day operations of the School; for the selection, appointment, evaluation, and/or removal of school staff; and execution of such other roles as the Board may specify. The School Director shall serve ex-officio as a non-voting member of the Board and therefore not count toward a quorum of the Board. The Board shall have the authority to select, appoint, evaluate, and/or remove the School Director.
10. Other Officers. Other officers may be appointed and shall have such duties and powers as are prescribed by the Board.

IV. RESIGNATION, REMOVALS, RECORDS, AND VACANCIES

1. Resignation. Any Trustee or Officer may resign at any time by delivering his or her resignation in writing to the Chair or to the School at its principal office. Such resignation shall be effective upon receipt unless specified to be effective at some other time.
2. Removals. Any Trustee may be removed from office with or without cause by affirmative vote of a majority of the Trustees then in office. Officers appointed by the Board may be removed from office with or without cause at any time by vote of a majority of the Trustees present and voting. Any Trustee who fails to attend three (3) consecutive regularly scheduled meetings of the Board may be removed from office following a vote of affirmation for removal by a majority of the remaining Trustees.
3. Records. It shall be the duties of all Board of Trustees, officers, and committee chairpersons upon leaving office to turn over to their respective successors immediately all records and data.
4. Vacancies. If the office of any Trustee is vacant for any reason, a successor or successors may be elected by vote of a majority of all remaining Trustees then in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. Each such successor elected or appointed by the Board shall hold office for the unexpired term of the departed Trustee, subject to the provisions of this section. No Trustee may take official action relating to matters of the Board until approved by the Department of Elementary and Secondary Education.

V. COMPENSATION, PERSONAL LIABILITY, AND INDEMNIFICATION

1. Compensation. No Trustee or Officer shall receive any compensation for services rendered as a Trustee or Officer of the School. Notwithstanding the foregoing, any Trustee or Officer may receive reasonable compensation for services rendered as an

employee of the School, and any Trustee or Officer may, if authorized by the Chair or by the Board, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or Officer in the performance of duties as a Trustee or Officer of the School.

2. Personal Liability. To the extent permitted by law, the Trustees and Officers of the School shall not be personally liable for any debt, liability, or obligation of the School. Except as permitted by law, all persons, corporations or other entities extending credit to, contracting with, or having claims against the School may look only to the funds and property of the School for payment of any such contract or claim or for the payments of any debts, damages, judgment, or decree, or of any money that may otherwise become due and payable to them from the School.
3. Indemnification. The School shall indemnify Trustees as required by law. In addition, by vote of the Board at its sole discretion, the School may further indemnify Trustees as permitted by law.

VI. MISCELLANEOUS

1. Amendments. These Bylaws may at any time be amended or repealed, in whole or in part, by vote of a majority of the Trustees then in office at any meeting of the Board. No amendments shall take effect until approved by the Hawai'i Department of Education.
2. Execution of Instruments. Except as the Trustees may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts, and other obligations made accepted or endorsed by the corporation, shall be signed by the Chair or by the Treasurer.
3. Corporate Records. The records of all meetings of the Board, the names, and addresses of the Trustees and Officers of the School, and the originals or attested copies of the Charter and Bylaws of the School shall be kept at the principal office of the School.
4. Mailing Address. The mailing address of the School will be determined upon securing a building and school site. Until further notice, the address for communication with the proposed school shall be P.O. BOX 1058, Honolulu, Hawai'i, 96808-1058, or such other address as the Trustees may designate from time to time.

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 Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and 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 Master 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: DreamHouse

Name of Authorized Representative: Alex Teece

I, the undersigned, do hereby agree to the assurances contained above.



2/2/16

Signature of Authorized Representative

Date

Attachment T: Organizational Charts

DreamHouse Organizational Plan

FOUNDING SCHOOL BOARD (CURRENT)



Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

NAME	CURRENTLY	CAPACITY
Zach Dillonno*	Attorney	Legal
Meilan Akaka*	Leadership Coach	Human Resources
Jacob Karasik*	Wood Worker	Fundraising
Lisette Roman*	Community Theatre	Academic
Alex Teece	Graduate Student	Fundraising
Deb Zuercher	UH COE Professor	Academic
Jane Henzerling	School Leader	Academic
Ed Kaukani	Retired Banker	Financial

** Current non-profit board members; members will either be on school board or non-profit board, not both.*

GOVERNING SCHOOL BOARD (2017-18, Y1)



Founding Board

Governing Board

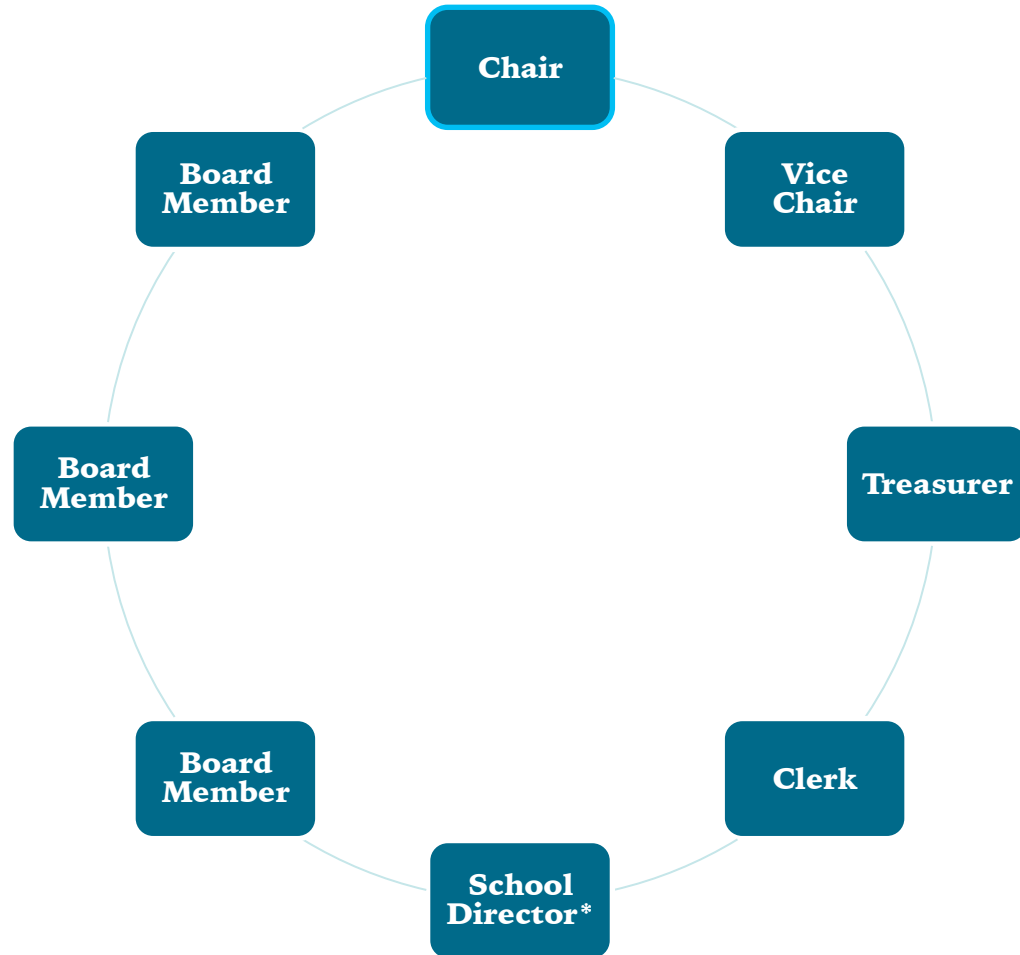
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



** School Director is ex-officio and does not have voting privileges*

GOVERNING SCHOOL BOARD TENURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

- The number of members constituting the entire Board shall be not less than seven nor more than fifteen;
- They shall be divided into three groups of approximately equal size and shall serve staggered terms;
- A term is generally defined as three years; however, the Board may at its discretion adjust the term for new members to ensure balance among the three rotating groups;
- As the Board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections will occur;
- Honorary members may be added by vote of Board during any point in the year.

SCHOOL LEADERSHIP-SUPPORT TEAM



Founding Board

Governing Board

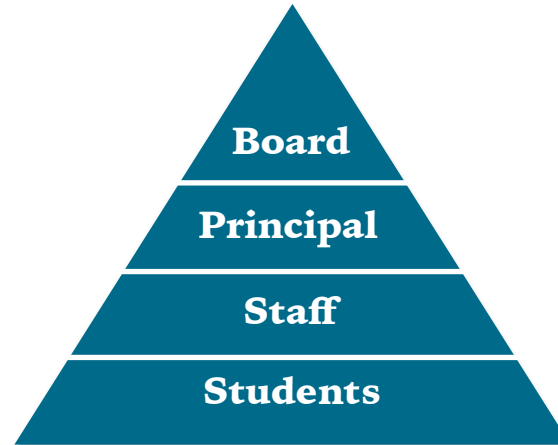
School Leadership
Support Team

Staffing Structure

Non-Profit Board

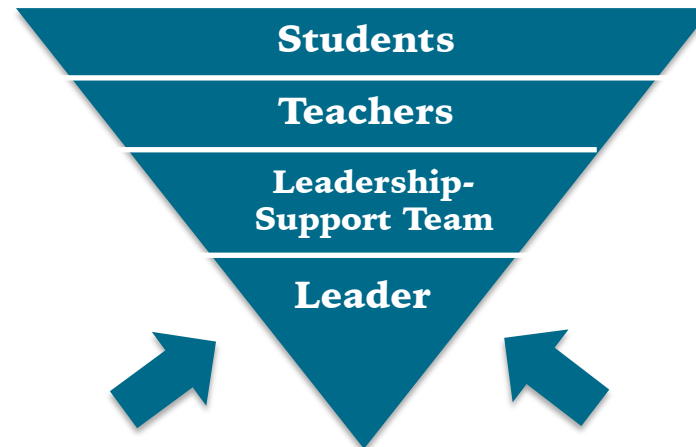
Community Council

External
Organizations



TRADITIONAL STRUCTURE

Traditional management structure is viewed in a top-down, hierarchical fashion; with regard to education, this places students at the bottom of power and decisions.



DREAMHOUSE STRUCTURE

Our organizational alignment and structures are to support our staff, teachers, and most importantly our students.

School Board

501(c)(3) Board

SCHOOL LEADERSHIP SUPPORT TEAM

Year 1 (2017-18) & Year 2 (2018-19)



Founding Board

Governing Board

**School Leadership
Support Team**

Staffing Structure

Non-Profit Board

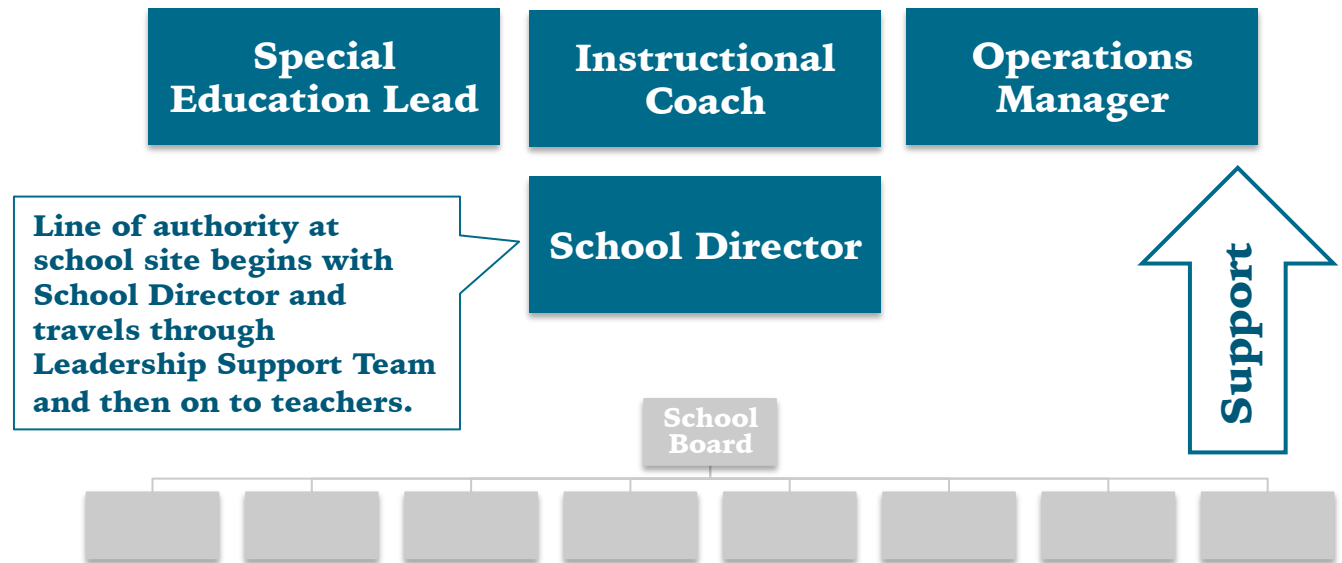
Community Council

External
Organizations

Year 1 Staff Size: 9 (6th)

Year 2 Staff Size: 16 (6th, 7th)

Note: we will maintain the same founding leadership-support team for years 1 & 2 of operation to ensure continuity and effective change implementation.



SCHOOL LEADERSHIP SUPPORT TEAM

Year 3 (2019-20)

Year 3 Staff Size: 23 (6th, 7th, 8th)



Founding Board

Governing Board

**School Leadership
Support Team**

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

*Note: Teacher leader
can be from any
content area; they are
nominated as lead
teacher from their
grade and elected by
Leadership Support
Team.*

8th grade teacher
leader

7th grade teacher
leader

6th grade teacher
leader

Special
Education Lead

Instructional
Coach

Operations
Manager

School Director

School
Board



SCHOOL LEADERSHIP SUPPORT TEAM



Year 4 (2020-21) Year 4 Staff Size: 32 (6th, 7th, 8th, 9th)

Founding Board

Governing Board

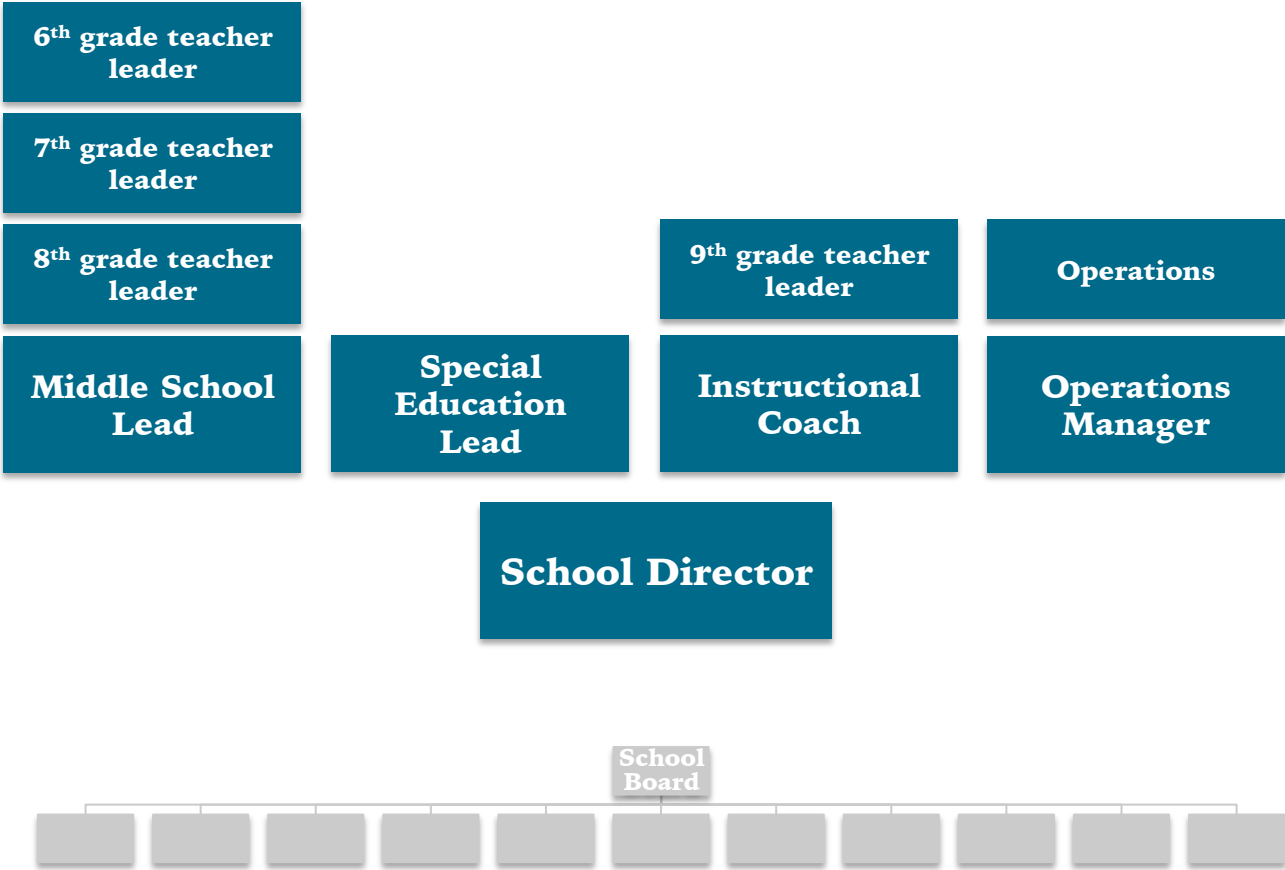
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



SCHOOL LEADERSHIP SUPPORT TEAM



Year 5 (2021-22) Year 5 Staff Size: 39 (6th, 7th, 8th, 9th, 10th)

Founding Board

Governing Board

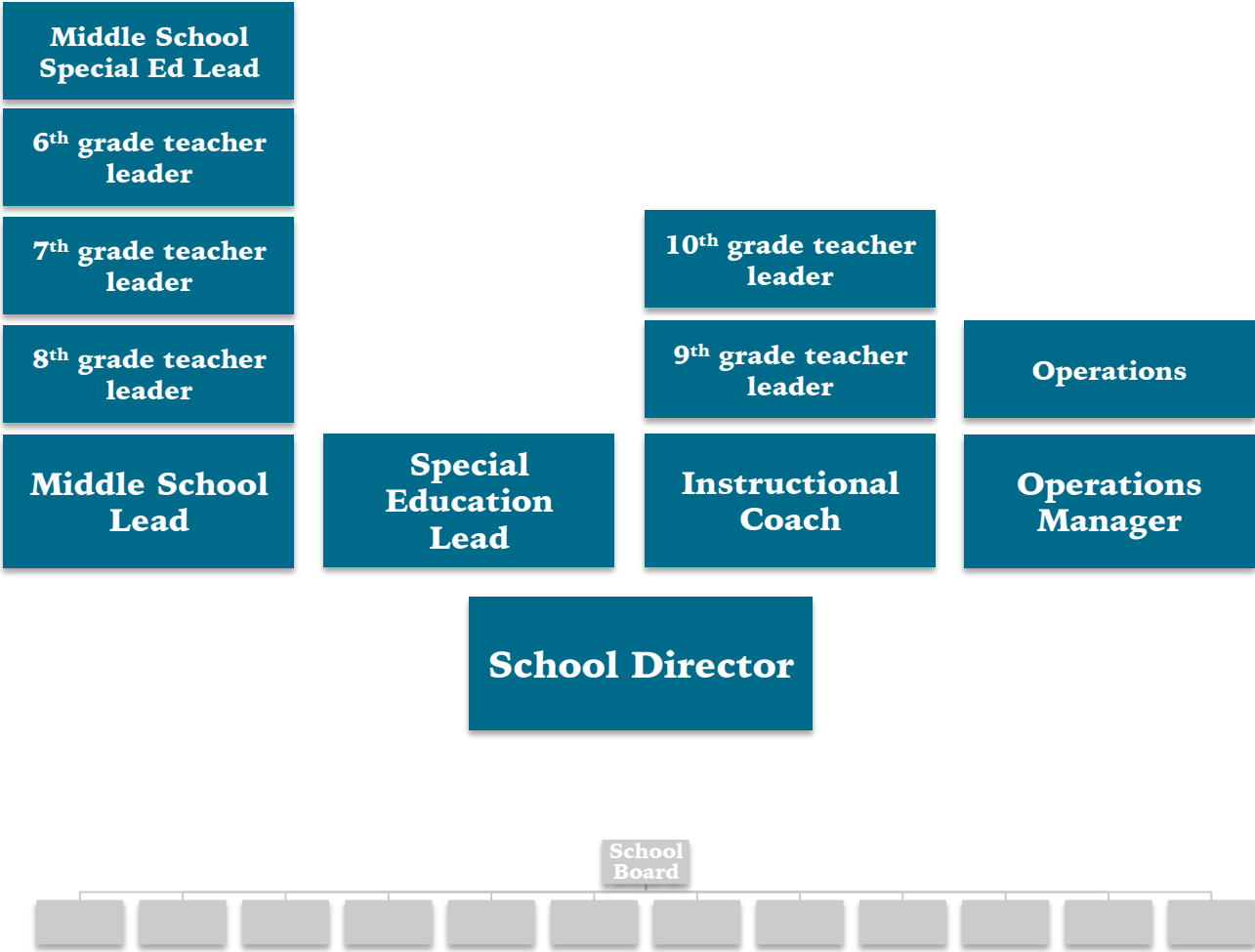
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



SCHOOL LEADERSHIP SUPPORT TEAM



Year 6 (2022-23) Year 6 Staff Size: 46 (6th, 7th, 8th, 9th, 10th, 11th)

Founding Board

Governing Board

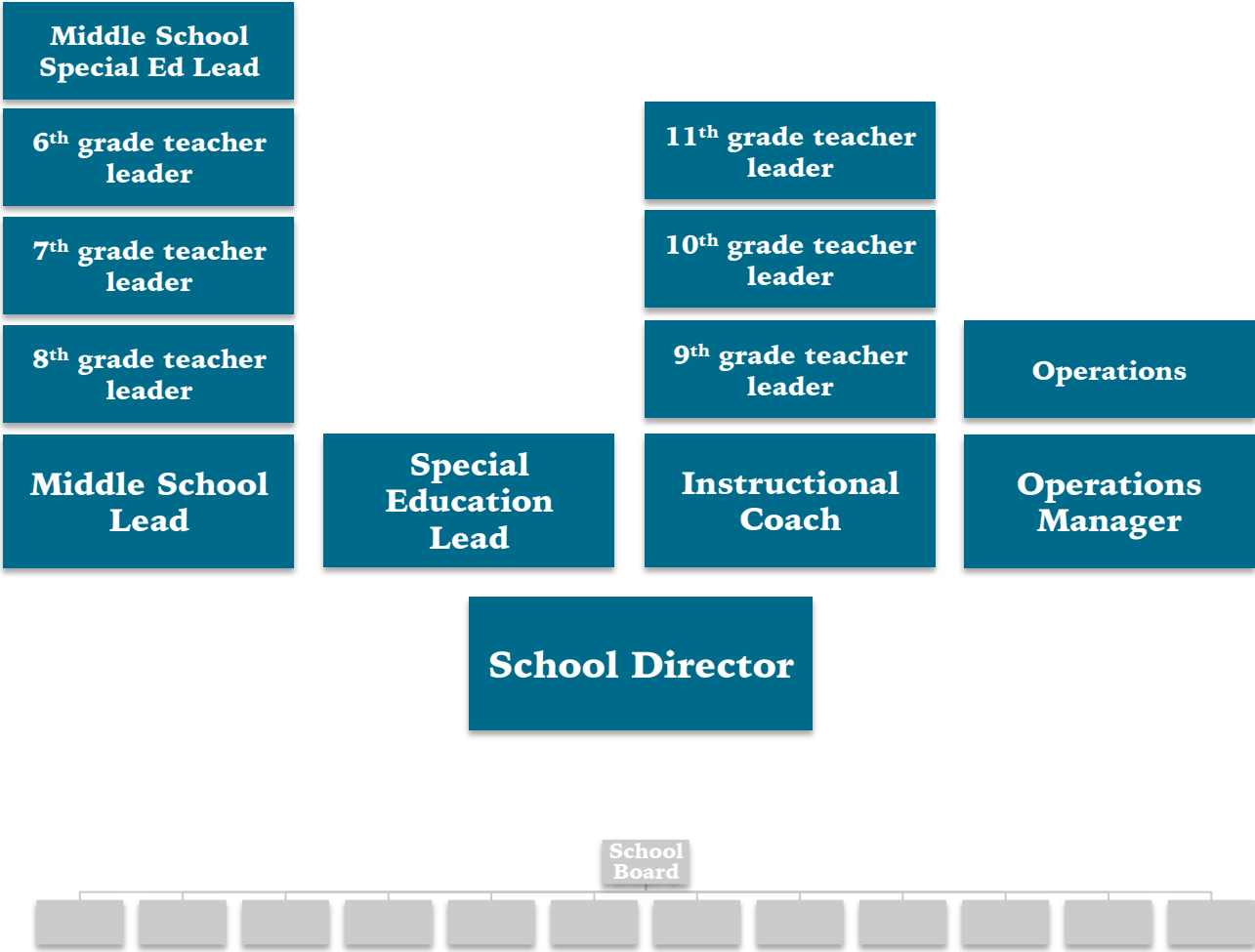
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



SCHOOL LEADERSHIP SUPPORT TEAM



Year 7 (2023-24 / Terminal Year) Year 7 Staff Size: 52 (6th, 7th, 8th, 9th, 10th, 11th, 12th)

Founding Board

Governing Board

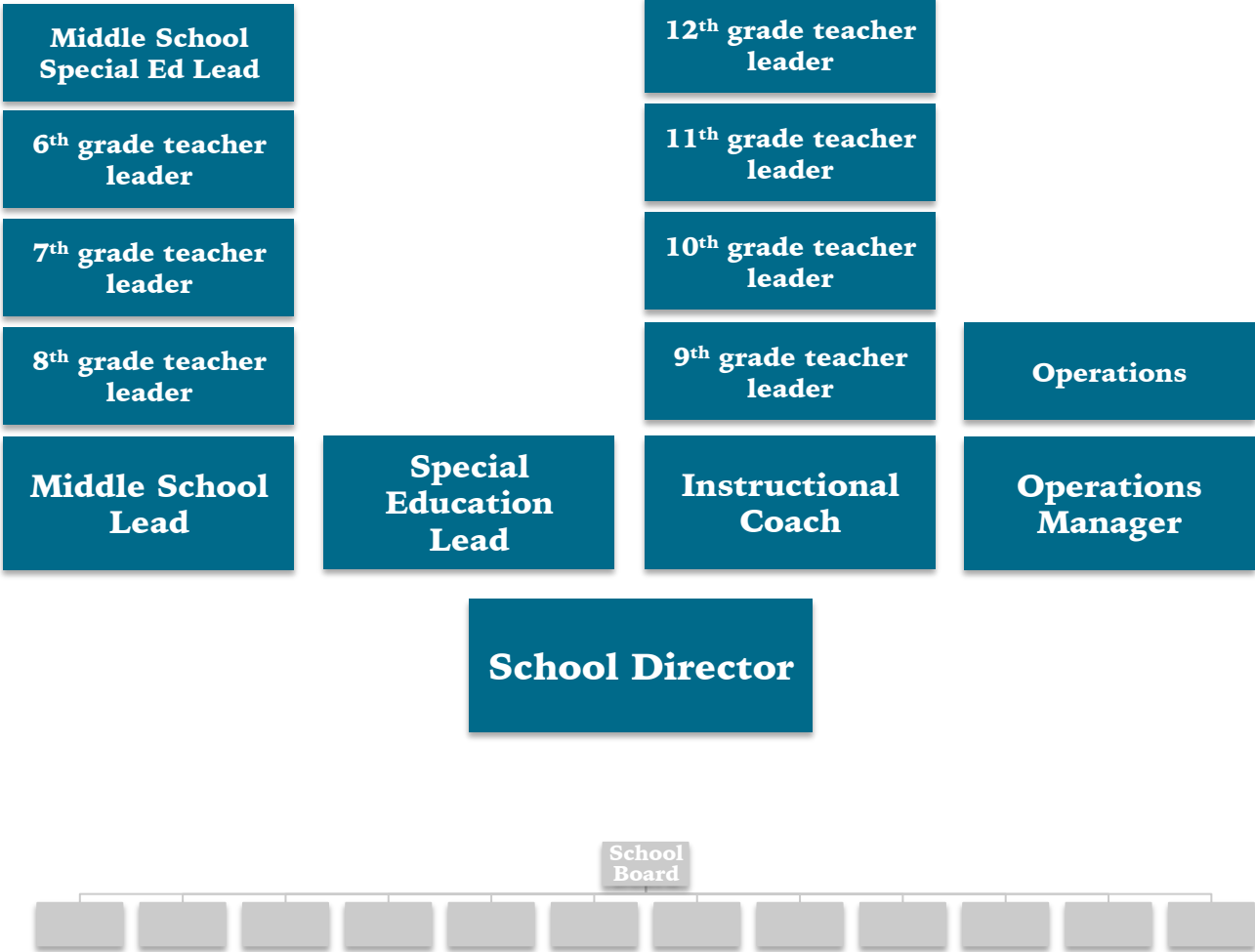
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



STAFFING STRUCTURE (YEARS 0 – 3)



	2016-17	2017-18	2018-19	2019-20
Founding Board	Year 0	Year 1 (+6 th)	Year 2 (+7 th)	Year 3 (+8 th)
Governing Board		ELA	ELA	ELA
School Leadership Support Team		Math	Math	Math
Staffing Structure		Science	Science	Science
Non-Profit Board		Social Studies	Social Studies	Social Studies
Community Council		Hawaiian Studies	Theatre	Theatre
External Organizations		Special Ed Lead	Language	Language
		Operations Manager	Special Ed	Special Ed
		Instructional Coach		
Founding Leadership-Support				
Teachers	School Director			
TOTAL STAFF	1	9	16	23
DreamHouse T	IDENTITY LEADERSHIP			

STAFFING STRUCTURE (YEARS 4 – 7)



	2020-21	2021-22	2022-23	2023-24
Founding Board	Year 4 (+9th)	Year 5 (+10th)	Year 6 (+11th)	Year 7 (+12th)
Governing Board				
School Leadership Support Team	ELA	ELA	ELA	ELA
	Math	Math	Math	Math
Staffing Structure	Science	Science	Science	Social Studies
	Social Studies	Social Studies	Social Studies	Drama/Theatre
Non-Profit Board	Physical Ed.	Health	Drama/Theatre	Language
	Language	Language	Language	Special Ed
Community Council	Special Ed	Special Ed	Special Ed	
	Operations			
External Organizations	Middle School Lead			
TOTAL STAFF	32	39	46	52
DreamHouse T				
	IDENTITY LEADERSHIP			

STAFFING STRUCTURE (YEARS 1 – 7)



2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Year 1 (+6 th)	Year 2 (+7 th)	Year 3 (+8 th)	Year 4 (+9 th)	Year 5 (+10 th)	Year 6 (+11 th)	Year 7 (+12 th)
ELA	ELA	ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Social Studies
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Drama/Theatre
Hawaiian Studies	Theatre	Theatre	Physical Ed.	Health	Drama/Theatre	Language
Special Ed Lead	Language	Language	Language	Language	Language	Special Ed
Operations Manager	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	
Instructional Coach			Operations	Teachers with this color are hypothetical Leadership Support Team members in accordance with our teacher leadership model		
School Director			Middle School Lead			

NON-PROFIT BOARD (2017-18, Y1)



Founding Board

Governing Board

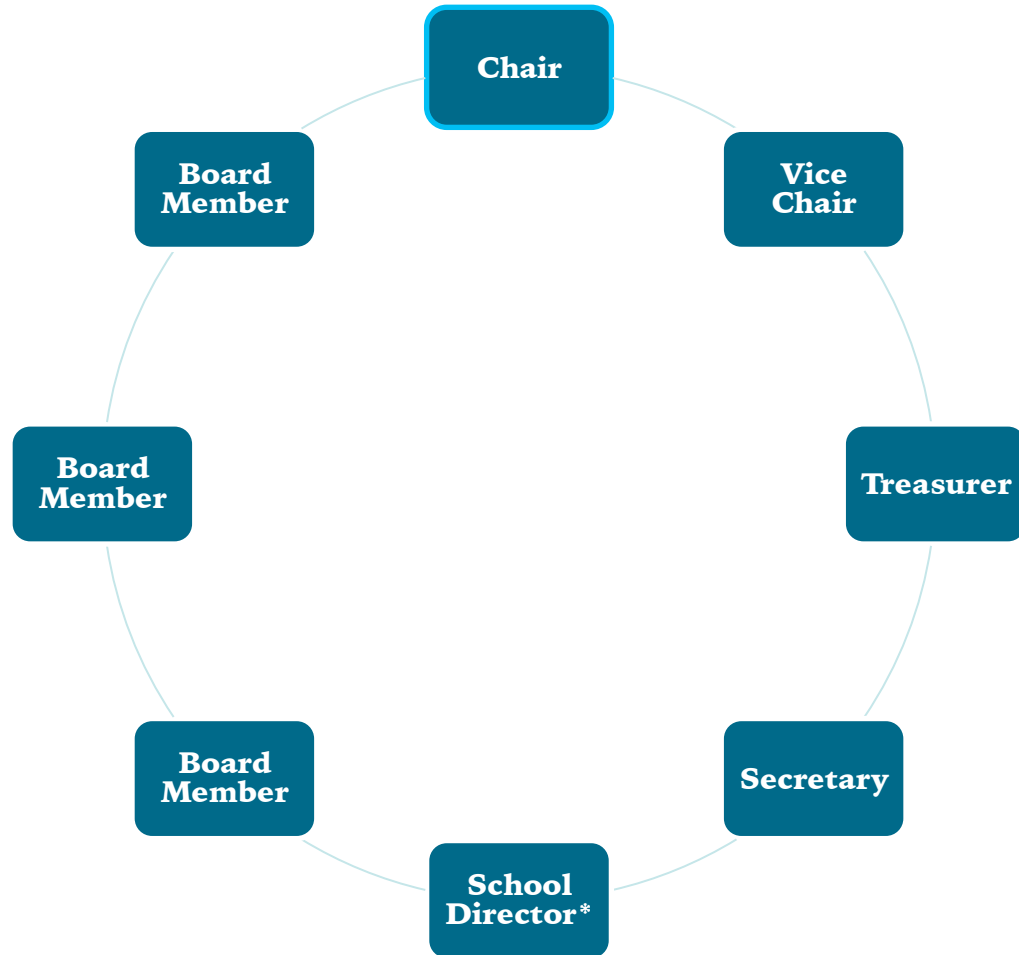
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



** School Director is ex-officio and does not have voting privileges*

NON-PROFIT BOARD TENURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

- **The number of members constituting the entire Board shall be not less than seven nor more than fifteen;**
- **As the board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections may occur;**
- **Honorary members may be added by vote of Board during any point in the year;**
- **Non-profit board does not have governing authority over school; strictly support and strategic partner;**
- **School does not have any financial exposure or liability to the non-profit;**
- **Please see non-profit board bylaws for further detail (*Organizational Plan, F. Non-profit Involvement*).**

COMMUNITY COUNCIL STRUCTURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

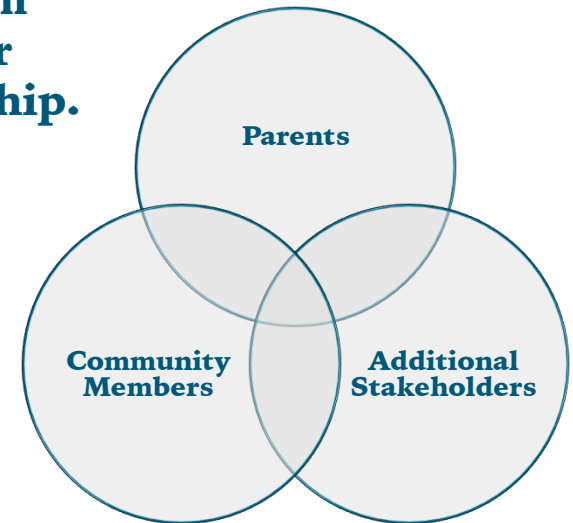
Non-Profit Board

Community Council

External
Organizations

- **Community Council will be comprised of parents, community members, and additional stakeholders;**
- **One member will be appointed by school board to serve as Council Lead and school liaison, developing schedule, agenda items, community engagement, and support, among other items;**
- **Council Lead will work closely with School Director to inform decisions and represent larger Community Council membership.**

Please note: Community Council structure and scope will be more fully developed spring 2017 with Leadership Support Team.



EXTERNAL ORGANIZATION SUPPORT



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

- **External organizations may support DreamHouse academically, organizationally, or financially; it is ultimately up to the school board as to whether or not their partnership will be strategic and beneficial to our school;**
- **External organizations will interact primarily with school director and / or board chair upon initial partnership for accountability reasons;**
- **Founding Leadership Support Team will develop protocols and partnership expectations (internal/external) during the planning year.**

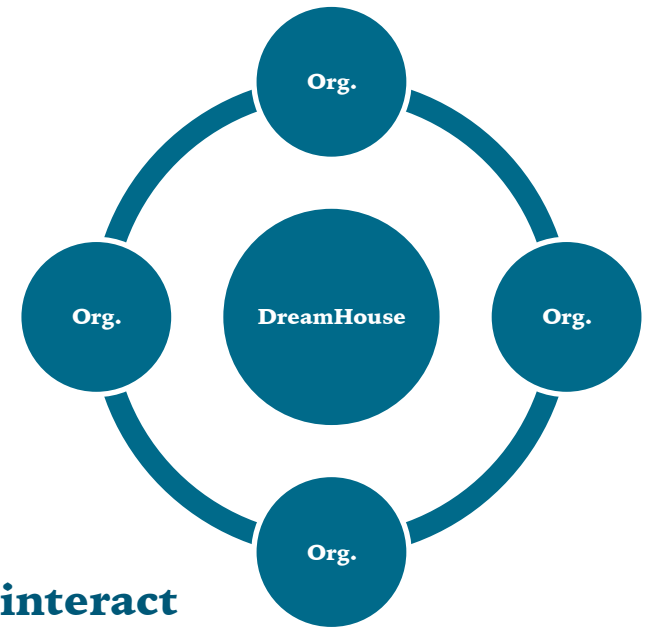


Exhibit 4: Board Member Information Form

Board Member Information

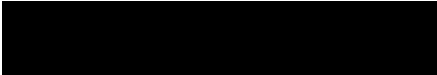
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

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: DreamHouse
2. Your Contact Information:
Name: Dr. Deborah K. Zuercher

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.
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 want to contribute the knowledge and experience I have gained as a classroom teacher, principal and university professor to support a community-based school on my island home that empowers children to be affirmed in their identities, grounded in and committed to the values

of our community, and equipped with skills to be leaders. I believe in student-centered pedagogy and children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

6. What is your understanding of the appropriate role of a public charter school governing board member?

I served on an International Baccalaureate and private school board in Ohio. From these experiences and higher education, I understand that my role as a public charter school governing board member includes:

- Supporting local governance of the school's academic, community-based - organizational, and financial aspects;
 - To help ensure that all school operations align with the charter;
 - To ensure instructors have the resources for strong educational program delivery to students and the community;
 - To actively partner with school management to listen to participant voice and troubleshoot, support, and sustain the school;
 - Advocating for the best interest of the school in all public communication.
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 five years of service on an International Baccalaureate and private school board in Ohio as a consultant and principal;
 - I spearheaded a K-12 private school five year strategic planning process in Ohio.
 - I have served as a consultant for community-based schools' accreditation documentation in Ohio, American Samoa and Hawaii;
 - I have served as a consultant for the transition to Common Core State Standards within diverse cultural contexts in Hawaii, American Samoa, Saipan, Guam and Palau;
 - I supported teacher professional development as a qualitative research consultant to help teachers utilize their classroom action research data as part of the culturally-responsive Kamehameha Collaborative Inquiry Project.
 - I researched the national standards and wrote the University of Hawaii at Manoa Institute of Teacher Education program's National Council for Accreditation of Teacher Education (NCATE) successful elementary education report.
 - I served as the Principal Investigator of the American Samoa Teacher Education Program for over five years and managed all aspects of this successful transnational program.
 - I continue to mentor graduate teacher candidates as an associate professor at the University of Hawaii at Manoa Institute of Teacher Education across the Pacific.

- I received a Fulbright Scholarship to explore multilingual and culturally-responsive education in 2013.
8. Describe the specific knowledge and experience that you would bring to the governing board.

The specific knowledge and experience that I bring to the governing board is outlined in my curriculum vitae. I highlight my knowledge and experience as a public school classroom teacher, private school principal, university teacher educator, university field supervisor, qualitative researcher, and community education consultant. I bring community-based knowledge and experience through ten years of education service in the Pacific in addition to international perspective through a Fulbright Scholarship and active national and international education conference participation.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

I have been consistently invited to participate in the creation of the school's mission and guiding belief statements for the past three years and have the following understanding:

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

Academic excellence, leadership and college and career readiness for students with a unique Pacific identity in Ewa Beach, Hawaii is the goal of the proposed academic plan:

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;

- Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations as outlined in national Common Core and state standards for college and career opportunity and success;
 - 21st Century Skills - developing a culturally-responsive set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
 - The Academic Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) provide the foundation of all school operations;
 - The plan will be contextualized for Hawaii as well to highlight place-based learning opportunities so students see the relevance of schooling to their lives;
 - Teaching, curriculum, assessment, instructional methods, and the learning environment will be centered on student inquiry, problem-solving and exploration of concepts and skills;
3. What do you believe to be the characteristics of a successful school?
- As a former middle/secondary level principal, I summarize the characteristics of a successful school as academic excellence, developmental appropriateness and social justice. These overarching themes support the following characteristics of a successful school:
- Academic Excellence:
- A strong academic philosophy supported by exceptional teachers and learning environments;
- Developmental Appropriateness:
- Students who feel supported to learn at their own developmental readiness pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Social Justice:
- Adults who care for and empower students to think critically for themselves;
 - Adults who care for, support and empower each other;
 - Administration that supports teachers;
 - A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
 - Parents and families who are engaged in the decisions, happening, and progress of their child and school;
 - Community is engaged and welcomed into the school;
 - Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?

As a qualitative education researcher, I believe in continuously collecting and analyzing contextualized data to inform participants' professional practices. Specific areas for this type of continuous qualitative action research include a descriptive analysis of how:

- The school is adhering to its charter with organizational integrity;
- Components from the academic plan are being actualized;
- Participant voice from interview (talk story), artifact analysis and survey indicators from students, staff, parents, community, and board rank overall satisfaction and feeling engaged, welcomed, appreciated;
- To create instructional interventions to ensure that student academic results trend in a positive direction;
- A community-based school promotes culturally-responsive identity and leadership;
- Financially, the school adheres to state performance standards and is a responsible steward of resources;

Governance

1. Describe the role that the governing board will play in the school's operation.
I believe that the governing board exists in an advisory nature to support students, teachers and administration at the charter school to specifically:
 - Support local governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director and administrative teams;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold alignment to the charter;
 - Ensure support for teacher to facilitate strong educational program delivery to students and the community;
 - Offer strategic planning to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission and community stakeholders as needed
2. How will you know if the school is successful at the end of the first year of operation?
We will continuously collect and analyze contextualized data and use this data analysis to report on the following emergent themes:
 - Student demographics: a diverse cohort of 100 students participating from Ewa Beach;
 - A roster of 100 students for year two drawn fairly from a lottery;
 - Physical facilities in place for year two;
 - Expand teacher hire necessary to teach 6th and 7th grade as outlined in growth model;
 - Fundraising goals for the year;
 - How components of our charter contract were actualized across academic, organizational, and financial areas;
 - Academic goals realization;

- Families and communities will offer perspectives;
- Student perspective and retention;
- School and community partnerships;

3. How will you know at the end of five years if the school is successful?

A strategic plan for a charter school includes both one year and longer-term, five-year goals and objectives. The following areas have been outlined as data collection measures for school success:

- According to the growth plan, there will be 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- Active and intentional teacher recruiting pipeline, strong staff retention and full staff;
- Stakeholder demographics include full school and non-profit boards with diverse members from across the community;
- A positive growth financial position as indicated by Commission metrics;
- A renewed charter status;
- Strong partnerships with community organizations and institutional entities in the area and islands;
- Physical facility;
- Sustainable with per pupil government funds;
- Strong student retention;
- The educational plan exhibits academic growth, students exceeding goals, and teachers supporting the model and school;

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

To provide informed and current advisement for school success, the governing board will need to:

- Exhibit community representation and diversity with experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, staying current with best practices to support personnel, in order to optimize our size, structure, reach, and potential;
- Remain informed and engaged in all aspects of the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution as positive public advocates;
- Listen to participants' perspectives and be responsive with care, empathy and action.

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 believe ethical actions positively impact student achievement, teacher effectiveness, administrative ease and stakeholder positive perceptions. If a board member is perceived as acting in ways that impede these attributes, the following steps should be taken:

- Document the actions in question.

- Refer to discrepancies between documented member actions and bylaws and raise questions internally to board chair and school director;
- Meet with board president, school director, and members concerned to problem solve;
- Highlight potential breach of ethics and allow for board chair and school director to assist in determining arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals, board chair, and school director to make a plan of restitution recovery, growth steps, and a vision for success.

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.
X 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 such employeesX Yes

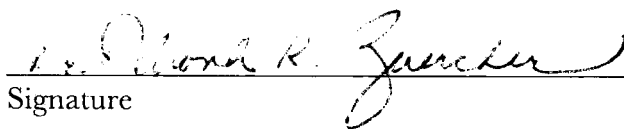
I know Alex Teece as a graduate university instructor and advisor.

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 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.
X Not applicable because the school does not intend to contract with an education service provider or school management organization.
X I/we do not know 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.
X 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.
X 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.
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, Dr. Deborah K. Zuercher, 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

January 25, 2016
Date

DR. DEBORAH K. ZUERCHER, Pd.D.

University of Hawaii at Manoa



ACADEMIC DEGREES

- Kent State University, Curriculum and Instruction. (2007). Doctor of Philosophy in Education Ph.D.
- International Teaching English as a Foreign Language (TEFL) Teacher Training. (2007). Teaching English as a Foreign Language. Certificate.
- Kent State University, (1997). Master of Arts in Teaching.
- Kent State University, (1996). Bachelor of Arts. *magna cum laude*, Music.
- University of Waterloo, (1983). Bachelor of Arts.

PROFESSIONAL EXPERIENCE

2011 – Present Associate Professor Master of Education in Teaching Program (MEdT).

Teach graduate education courses to in-service and pre-service teacher candidates. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 427 Classroom Teaching Models in Affective Education, EDCS 602 Advanced Topics in Academic Writing/Oral Communication, EDCS 610 First Five Years of Teaching, EDCS 632 Qualitative Research Methods, EDCS 640M Adolescent Development Issues and EDCS 642 Seminar in Issues in Multicultural Middle Level Education. Advise culminating graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Assist with MEdT program development, documentation and assessment. Writer of the successful National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEdT Elementary Program. Member of the Middle Level Master of Education (MLMED) faculty team as a middle level course instructor and graduate advisor. Coordinator of the graduate teacher education program in American Samoa. Advise doctoral candidates in Hawaii, American Samoa and across Micronesia.

2013 Fulbright Scholar. I received an administrative Fulbright Scholarship to travel and study with a cohort of US education administrators in Germany and France during the Fall 2013 semester.

2013 College of Education Congress Leadership Award.

2013 Pacific Resource Comprehensive Center (PRCC) Consultant. The Pacific Resources for Education and Learning (PREL) and the College of Education team to provide technical assistance to the Pacific. I was invited to facilitate Common Core State Standard English technical support with an emphasis on bilingual education ESL students to American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

2009-2014 Principal Investigator/International Program Administrator of the Territorial Teaching Training Assistance Project (TTTAP), Special Education and Early Childhood Education Endorsement, University of Hawaii.

Principal Investigator TTTAP: Provide program administrative leadership and vision through the development of goals, policies and procedures. Manage the transnational teacher education program including strategic planning, scheduling, stakeholder communication, curriculum and instruction implementation, physical and human resourcing, budget and fiscal allocation, recruitment and advisement of candidates, and marketing of the program. Prepare annual contracts including multi-million dollar budget, scope of work, and collaboration with American Samoa Department of Education in finalizing, executing and reporting on services specified in the contract. Plan and coordinate annual course offerings for approximately 130 teacher candidates in American Samoa including recruitment of University of Hawaii teaching faculty. Supervise four cohort coordinators, field supervisors, and administrative personnel. Work with university support institutions including Outreach College, Office of Student Academic Services, Admissions and Records, Office of Student Advising, English Language Institute, Math Department, etc. Facilitate and coordinate advisory sessions for students; coordinate Praxis test preparation and reporting; serve as a liaison between UH Manoa departments and the American Samoa Department of Education; maintain and secure appropriate program records; and plan and participate in distance technology program operations meetings.

2008 – 2010 Assistant Professor, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to emergency hire inservice teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 313 Literacy, ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health at University of Hawaii Manoa and EDEE 496B Performing Arts Education and EDEE 324 Health, PE and Movement at University of Hawaii West Oahu. Advise graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Member of the Middle Level Master of Education faculty team as a middle level

course instructor and graduate middle level teacher candidates' advisor. Assist with MEDT program development, documentation and assessment. Faculty team member in the graduate teacher education program in American Samoa. Writer of the National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEDT Elementary Program.

2007-2008 Assistant Specialist, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to on-the-job teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional and field seminars (ITE 601, 602, 603, 604), ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health and EDEE 496B Performing Arts Education. Serve as liaison between the University of Hawaii and Leeward Community College. Conduct research on teacher education program effectiveness. Assist with MET program documentation and assessment.

2005 – 2007 Assistant Specialist, University of Hawaii American Samoa PreK-8 Teacher Education Program. Teach graduate and undergraduate education courses in curriculum and instruction, action research, health, and literacy; collaborate with the American Samoa Department of Education in offering teacher certification courses plus Praxis I and II test preparation to in-service teachers in American Samoa; conduct critical ethnographic research on characteristics of multicultural teachers; advise undergraduate and masters teacher candidates; facilitate professional development seminars with local private and public schools; guide the American Samoa teacher education NCATE documentation process; manage research grants; and serve on University of Hawaii faculty teams.

2004 - 2005 Lecturer and Field Supervisor of Middle Childhood Education, Kent State University. Teach graduate and undergraduate courses in curriculum and instruction, middle childhood education, and independent studies; conduct research; collaborate with school districts on professional development projects; advise undergraduate and masters students; write and manage research grants, serve on university and school district committees. Provide leadership in development of faculty, curriculum, and school field experience sites.

1999 - 2004 Administrator, Middle School Principal and District Director of Curriculum, Central Christian Schools, Kidron, Ohio. Facilitate continuous professional growth for 45-member faculty. Coordinate curriculum mapping and integration within interdisciplinary faculty teams; align differentiated curriculum, instruction and assessment to National Standards and State Benchmarks. Collaborate with faculty, parents, and students to create a positive climate for student life and growth; design and interpret student discipline policies; mediate all student restitution/discipline conferences. Teach grades 5-8 students study skills and advisory. Coordinate Entry Year Teacher mentoring program, evaluate classroom teacher performance and summative faculty portfolios; recruit, hire and mentor all personnel. Serve as a public representative of the school by delivering seminars and multi-media presentations at conferences,

school and community meetings. Write education grants; manage current grant projects and *Title* funding. Create and manage middle school budget, flexible schedules, and daily operations. Organize student field trips, mini-term exploratory courses, and service learning experiences. Chair Licensing and Professional Development Committee, Curriculum Committee, Strategic Planning Committee, Parent Advisory Council, Handbook Committee; member of the district Administrative Team, Technology Committee.

January 2002 - May 2002 International Education Co-Administrator, Doctoral Intern and Assistant Program Director, Kent State University, Geneva, Switzerland. Responsible for co-management of the Kent Geneva Semester Abroad program including supervision of 40 college students and 8 international faculty, liaison with residence management and home-stay providers, assistant instructor for international human rights courses, coordinator and leader of week-long trips to international organizations beginning in Amsterdam and ending in France. Completed an administrative internship with Dr. Roger Reed, professor for *International Organizations* and *Human Rights*.

August 2001 - December 2001 Instructor/Graduate Assistant, Department of Teaching Leadership and Curriculum Studies, Kent State University. Team-taught *MCED 40000 Teaching and Learning in Middle Childhood* to Block II Kent State Education Majors with Dr. Joanne Arhar. Co-supervisor of Kent Middle Childhood Field Experience in the Twinsburg School District. Performed various Graduate Assistant duties as designated by Dr. Joanne Arhar including research, curriculum design, writing, presenting, teaching, and committee work.

1999 - 2001 Administrator, Grades 6-12 Assistant Principal, Central Christian Schools, Kidron, Ohio. Spearheaded the district strategic planning process, synthesized departmental objectives, and formulated school and community partnerships to inspire faculty, students, and parents to own the mission of the school. Initiated conflict resolution and restitution options to mediate student discipline referrals. Chair Licensing and Professional Development Committee, Technology Committee, Parent Advisory Committee, Curriculum Committee, Advisory Committee, and Student Government. Manage all building operations including attendance, field trips, substitutes, and schedules. Facilitated a 10-day international service learning trip for high school students to Calgary, Alberta, Canada.

1997 - 1999 Classroom Teacher, Grades 5-12, Green Local Schools, Smithville, Ohio. Team with colleagues on interdisciplinary units, curriculum mapping, and integrative grant implementation.

May 1986 - September 1986 Research Assistant, University of Calgary, Calgary Alberta, Canada, Department of Educational Policy & Administration. Gathered data through interviews and focus groups with representatives from Chinese language schools and cultural organizations.

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- Zuercher, D.K., Yoshioka, J., Zilliox, J., Benz, S., (October 2015). *Voices in a seashell: Using past Pacific culture to motivate future leaders*. National Association for Multicultural Education (NAME). New Orleans, LA.
- Yoshioka, J, Zuercher, D.K., & Zilliox, J. (October 2015). *Bumbai You Learn: Reflecting on the Past to Connect Yesterday, Today and Tomorrow*. National Association for Multicultural Education (NAME). New Orleans, LA.
- Yoshioka, J., Matsumoto, V., Zuercher, D., Zilliox, J., Nakamura, C., Yasana, R., Boltz, B., & Dare-Attanasio, Z. (March 2015). *It's simple, really...Fairness + Opportunity = Equity*. Submitted for presentation at the annual conference of the National Association for Professional Development Schools. Atlanta, Georgia.
- Yoshioka, J., Zuercher, D., & Matsumoto, V. (February 2015). *Stepping Up: How one University-Professional Development School Relationship is Creating Teacher Leaders and Agents of Change*. Accepted for presentation at the annual meeting of the Association of Teacher Education. Phoenix, Arizona.
- Yoshioka, J., Matsumoto, V., & Zuercher, D.K. (January 2015). *Planning for the future by reflecting on the past*. Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, Deborah K., Yoshioka, J, Zilliox, J. (November 2014). *Voices in a seashell: Bilingual Pacific Instruction*. La Cosecha Bilingual Education Conference. Santa Fe, New Mexico.
- Zuercher, D. K., Yoshioka, J., Laolagi, L., Chang, N., Benz, S., Huff, K., Tripp, P., and Akana, A. (October, 2014). *Multicultural Education*. Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.
- Yoshioka, J., & Zuercher, D. (April 2014). *Homegrown teacher leaders*. National Science Teachers Association. Boston, Massachusetts.
- Zuercher, D.K., Yoshioka, J., and Benz, S. (March 2014). *Impact Of The Nine Essentials On A PDS Partnership As K-12 Teachers Transition From Direct Instruction To The Common Core Standards In The Pacific*. National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.
- Gorter, R., Yendol-Hoppey, D., Zuercher, D.K., Yoshioka, J., Levine, A., Bennet, M., Parsons, P., Day, L., Samuels, L., Benson, G., Ogletree, S., Jaegher, L., Feola, D., Schut, J.W., Rijbroek, M., and Stomp, L. (March 2014). *Role Perspectives On International PDS Developments*. National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.
- Yoshioka, J and Zuercher, D.K. (January 2014). *Using the 4Cs (Cooperation, Collaboration, Coordination, and Communication) to Create 21st Century Agents of Change*. 12th Annual Hawaii International Conference on Education (HICE). Honolulu, Hawaii.

- Yoshioka, J., Zuercher, D., & Matsumoto, V. (November 2013). *Using the Power of “?” to break down borders*. National Association for Multicultural Education. Tucson, Arizona.
- Yoshioka, J., Zuercher, D.K., and Matsumoto, V. (November 2013). *Homegrown Agents of Change*. National Association for Multicultural Education (NAME). Oakland, California.
- Zuercher, D.K. (October 2013). *2013 German American Administrative Fulbright*. Invited international presentation delivered for the French Fulbright Commission. Strasbourg, France.
- Zuercher, D.K., Kutsunai, K., DeLong, L., Deering, P. Faulkner, S. and Lafao-Apulu, J. (October 2013). *Characteristics of a Professional Learning Community that Support the Hawaii Teacher of the Year*. Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.
- Zuercher, D. K. (September 2013). *Respectful, Reciprocal and Responsible 21st Century Collaboration: The Master of Education in Teaching Program Partnership with K-12 Professional Development Schools*. Invited International Conference Paper Presentation. Kyoto, Japan: Bukkyo University Invited International Conference Proceedings.
- Zuercher, D. K. (July 2013). *Writing strategies to engage middle level students and assist teachers with Praxis I writing tests in Palau*. Republic of Palau Ministry of Education Conference. Koror, Palau.
- Zuercher, D. K. (July 2013). *Writing strategies for early elementary students*. Republic of Palau Ministry of Education Conference. Koror, Palau.
- Zilliox, J. & Zuercher, D. K. (July 2013). *Instruction practices that support college and career readiness*. 28th Pacific Education Conference. CNMI: PREL.
- Zuercher, D. K. (May 2013). *Supporting in-service student teaching in American Samoa*. Consortium for Overseas Student Teaching. Kent, Ohio: COST.
- Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *A moving target: The problem of defining teacher quality*. 15th Annual International Conference on Education. Athens, Greece.
- Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *Pearls in the Pacific: Lessons in improving teacher quality*. International Conference of Education New Developments (END). Lisbon, Portugal. Presentation won the conference award for best paper presentation.
- Zuercher, D., Yoshioka, J., Zilliox, J., Deering, P., & Laolagi, L. (February 2013). *Preparing the next generation of teachers in the territories: A reflection on practical strategies for empowering teacher candidates in transnational PDS partnerships*. National Association for Professional Development Schools. New Orleans, Louisiana.

- Yoshioka, J. & Zuercher, D.K. (February 2013). *Content Area Specialized Training in the Pacific: A successful model of teacher training and capacity building*. Hawaii Education Research Association. Honolulu, HI.
- Yoshioka, J. & Zuercher, D.K. (January 2013). *The CAST Initiative in Guam and American Samoa: A Model of effective teachers teaching teachers*. 11th Annual Hawaii Conference of Education. Honolulu, HI.
- Zuercher, D.K., Yoshioka, J., & Rishel, T. (November 2012). *Territorialized Teachers: A Longitudinal Case Study on Transnational Distance Education*. One Voice International Education Conference. New York, New York.
- Zuercher, D., Yoshioka, J., Deering, P., & O'Neill, T. (November 2012). *Math, science and web-based activities to raise awareness about nutrition and obesity*. Association for Middle Level Education. Portland, Oregon.
- Zuercher, D.K., Yoshioka, J., Deering, P., Curry, K., & Apisa, S. (November 2012). *Teaching in the Territories: Middle Level Teacher Education in American Samoa and Guam*. Association of Middle Level Education. Portland, Oregon.
- Zuercher, D.K., Yoshioka, J., & Deering, P. (October 2012). *Nurture the Mind for a Healthy Body*. Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Zuercher, D., Yoshioka, J., & O'Neill, T. (October 2012). *Science and web-based activities to raise awareness about nutrition and obesity*. Hawaii Association of Middle Schools (HAMS) Annual Conference. Honolulu, Hawaii.
- Deering, P., Zuercher, D., Apisa, S., Martin, K., Ashford, A., Curry, K., O'Neill, T., Yoshioka, J. (September 2012). *Translating a collaborative learning community for educators to a transnational, virtual environment*. 2nd Annual International Conference on Education and e-Learning (EeL 2012). Bali, Indonesia.
- Zuercher, D.K. (July 2012). *Reviving Writing in the Pacific*. Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.
- Zuercher, D.K. (July 2012). *Integrating Math, Science and Technology to Address the Growing Problem of Obesity in the Pacific*. Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.
- Zuercher, D. K. & Yoshioka, J. (June 2012). *A Longitudinal Case Study of Transnational Distance Education Informs Future Transnational Partnerships*. The Future of Education. Florence, Italy.
- Zuercher, D.K., Yoshioka, J., & Deering, P. (May, 2012). *Lessons Learned: A Longitudinal Case Study of Transnational Distance Education*. 14th Annual International Conference on Education. Athens, Greece.

- Zuercher, D.K. & Yoshioka, J. (January, 2012). *Creating teacher leaders in American Samoa: The CAST initiative in American Samoa*. Accepted for presentation to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.
- Zuercher, D.K. & Yoshioka, J. (January, 2012). *The CAST initiative in American Samoa: A model of effective teachers teaching teachers*. Accepted for presentation to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D. K. & Yoshioka, J. (November, 2011). *Nurturing mind for healthy bodies*. Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.
- Zuercher, D. K. & Yoshioka, J. (November, 2011). *From NMSA to IMSA: Emerging international middle level issues*. Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.
- Zuercher, D. K. (April, 2011). Middle level education research SIG mentor. Accepted for presentation to the American Education Research Association. New Orleans, Louisiana.
- Zuercher, D.K. (November, 2010). *Health integration: Obesity mapping in the USA*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Zuercher, D.K. (November, 2010). *Lessons learned online*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Zuercher, D.K. (November, 2010). *Thinking maps*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Deering, P. & Zuercher, D.K. (November, 2010). *Collaborative inquiry works for Hawaiian educators: It will transform your school too!* Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Deering, P. & Zuercher, D.K. (May, 2010). *An 'Ohana approach to developing leadership with multicultural middle level educators*. Presented to the Pacific Circle Consortium. Ashland, Oregon.
- Zuercher, D.K. (May, 2010). *After the wave of direct instruction*. Presented to the One Voice International Conference. Long Branch, New Jersey.
- Deering, P. & Zuercher, D.K. (May, 2010). *Constructing a community of collaborative inquiry with educators in Hawai'ian culture-based public charter schools*. Presented to the American Education Research Association. Denver, Colorado.
- Zuercher, D.K. (2010, January). *Lessons learned online*. Presented to the Hawaii Educational Research Association. Honolulu, Hawaii.

- Kessler, C. & Zuercher, D.K. (2010, January). *Teaching thinking*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D. K. & Yoshioka, J. (2010, January). *The CAST initiative in Guam: Effective teachers teaching teachers*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2009, November). *Health statistics and strategies*. Presented to the National Middle School Association. Indianapolis, Indiana.
- Zuercher, D.K., Deering, P., & Apisa, S. (2009, November). *Teacher candidate assessment: Precis and portfolio*. Presented to the National Middle School Association. Indianapolis, Indiana.
- Zuercher, D.K., Deering, P., & Apisa, S. (2009, October). *Agents of change in Hawai'i: Develop a middle level leadership with an 'Ohana approach*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Kessler, C. & Zuercher, D.K. (2009, October). *Teaching thinking: Thinking maps as an instructional intervention*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Zuercher, D. K. (2009, October). *Digital natives & digital immigrant teachers: Bridging the gap through emergent technology*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Deering P. & Zuercher, D.K. (2009, April). *Developing leadership with multicultural middle level educators: An 'Ohana approach*. Presented to the American Educational Research Association Annual Conference. San Diego, California.
- Zuercher, D.K., Kessler, C., & Yoshimoto, J. (2009, February). *After the Wave of Direct Instruction: The CAST Initiative in Guam*. Presented to the Hawaii Education Research Association. Honolulu, Hawaii.
- Zuercher, D.K. (2009, January). *Health Education Workshop*. Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2009, January). *Sovereignty and Standards*. Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2008, October). *Healthy and Wise*. Presented to the National Middle School Association Annual Conference. Denver, Colorado.
- Zuercher, D.K. & Deering, P. (2008, October). *Got Aloha? Educators learn with Aloha and good middle level practice in Hawaii*. Presented to the National Middle School Association Annual Conference. Denver, Colorado.

Zuercher, D. K. (2008, July). *Tough to Talk About: Integrating Children's Literature and National Health Standards*. Presented to the Hawaii Children's Literature Conference. Honolulu, Hawaii.

Zuercher, D.K. (2008, January). *Indigenous Perceptions of the University of Hawaii Teacher Education: Quality and Equity Issues*. Presented to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.

Zuercher, D.K. (2007, October). *Healthy and Wise: Integrating National Health Standards into the Middle Level Curriculum*. Presentation to the Hawaii Association of Middle School Conference on Education. Honolulu, Hawaii.

Friesen, D.K. & Rishel, T. (2007, January). *This We Believe and We Have Acted: Collaborative Research Project on Implementing National Middle School Association Belief Statements*. Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K. (2007, January). *Critical Ethnography: Indigenous Educators' Perceptions of their Experiences as Participants in an NCATE-Accredited Teacher Education Program*. Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K., Achica, D., Ekeroma, J., Maifea, A., Sauni, L. (2007, January). *Action Research and Accountability: American Samoan Educators' Perceptions of the Relevance of Praxis II as an Indicator of Highly Qualified South Pacific Teachers*. Presentation to the International Conference on Education. Honolulu, Hawaii.

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS PRIOR TO HIRE

Friesen, D.K. (2005, November). *Action research and accountability: A good match*. Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. (2005, November). *This we believe: And we have taken action*. Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. & Arhar, J.M. (2005, April). *Action research to improve achievement in reforming middle level schools*. Presentation to the Ohio Confederation of Teacher Education Organizations. Columbus, Ohio.

Friesen, D.K., Rishel, T. & Arhar, J.M. (2005, February). *This We Believe in Action: Research to improve achievement in reforming middle level schools*. Presentation to the National Middle School Association Symposium on Middle Level Teacher Preparation. Columbus, Ohio.

- Friesen, D.K. & Khourney-Bowers, C. (2004, November). *Professional development and school improvement through action research*. Presentation to the National Middle School Association annual conference, Minneapolis, Minnesota.
- Friesen, D.K., Arhar, J.M., Detrow, C. & Troyer, R. (2001, November). *Creating and sustaining multiage learning environment for middle age students: A strategy for academic excellence, developmental appropriateness, and social equity*. Presentation to the National Middle School Association, Washington, DC.
- Friesen, D.K. & Friesen, B.K. (2000, November). *Hands on activities for sociology and psychology teachers*. Presentation to the National Council for the Social Sciences, San Antonio, Texas.
- Friesen, D.K. & Friesen, B.K. (2000, November). *Alternative assessment strategies in sociology and psychology classes*. Presentation to the National Council for the Social Sciences, San Antonio, Texas.
- Friesen, D.K. & Arhar, J.M. (1997, November). *Action research for professional development*. Presentation to the National Middle School Association, Indianapolis, Indiana.

GRANTS and SCHOLARSHIPS

2013		Fulbright International Education Administration Seminar Award in Germany (October 2013).
2013	\$2,300,000.00	Territorial Teacher Training Assistance Project Grant
2013	\$48,000.00	Early Childhood Education American Samoa Grant
2012	\$2,069,195.00	Territorial Teacher Training Assistance Project Grant
2012	\$48,000.00	Early Childhood Education American Samoa Grant
2011	\$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2011	\$47,946.00	Early Childhood Education American Samoa Grant
2010	\$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2010	\$47,800.00	Early Childhood Education American Samoa Grant
2010	\$1,100,000.00	Liaison for the Secondary Education American Samoa Grant
2010	\$700,000.00	Liaison for the Education Administration School Leadership American Samoa Grant
2009	\$348,750.00	Liaison for the Middle Level Master of Education Degree Scholarship for 25 American Samoa Department of Education Graduate Candidates.
2009	\$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	\$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	\$1500.00	21 St Century Leadership

GRANTS PRIOR TO HIRE

2005	\$500.00	University Teaching Council Grant, Kent State University.
2004	\$300.00	Teaching, Leadership and Curriculum Studies Grant, Kent State University.

2003	\$5,000.00	Ohio Conference Education Grant.
2002	\$6,000.00	Ohio Department of Education, Innovative and integrative teaching.
2001	\$5,000.00	Peoplehood Foundation.

SERVICE

Department

- Coordinator Pioneer Statewide MEdT Cohort, 2015.
- Member ITE DPC Committee, 2012.
- MEdT Facility and Equipment Liaison with Leeward Community College, 2008-Present.
- Institute of Teacher Education EECE Territorial Teacher Training Assistance Project and Early Childhood Education, 2010.
- Member of Elementary Assessment Review Committee, 2008
- Special Project Leader: MEdT Elementary NCATE Report Writer, 2008
- MEdT OJT Workshop Facilitator: *Peace Education Forum*, Dr. Tricia Jones at Leeward Community College.
- MEdT Faculty Team Member, 2007-Present
- Middle Level Masters in Education Faculty Team Member, 2007-Present.
- University of Hawaii Graduate Teacher Education Samoa Project Committee Member, 2005-Present

College

- Recipient of the 2013 College of Education Congress Leadership Award.
- Team leader PREL, Standards and Assessments: Pacific Regional Comprehensive Center. 2013.
- College of Education Dissertation Committee, Paul Tauiliili. 2010-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Kale'a Silva. 2013-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Cory Bennett. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Pamela Edwards. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Katie Martin. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Fran Wong. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Dani Mamangon. 2010-2013. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Rhoda Velasquez. 2010-2013. University of Hawaii, Manoa.

- College of Education Dissertation Committee, Epi Moses. 2010-2013. University of Hawaii, Manoa.
- I have served as the Plan B advisor for 74 graduate program completers in American Samoa and Hawai'i in the MEdT, MLMEd and Curriculum Studies programs. The high frequency of graduate advising is a significant contribution to the COE.
- Search Committee Chair, ITE EECE Reading faculty position 2012.
- Search Committee, tenure-line math faculty position for Curriculum Studies, 2008
- 21st Century Leadership Committee Member. Interact with leadership scholarship recipients from different college departments and campuses, 2008.
- College of Education DPC. 2012-2013.
- Nominated for Teaching Excellence Award 2008, 2009, 2012, 2013.

School District/Community

- Awarded by Council for International Exchange of Scholars (CEIS) through a peer review process for a Fulbright International Education Administration Seminar Award in Germany (October 2013).
- Recipient of the best conference paper presentation award (May 2013). International Conference on Education New Developments. Lisbon, Portugal.
- Licensed Foster Parent for the State of Hawaii (2013).
- Member of Hawaii Education Research Association.
- Member of Hawaii Partnership for Educational Research Consortium (HPERC), a working group comprised of Hawaii-based organizations that support and conduct research focused on the improvement of educational outcomes in the State of Hawaii. HPERC works to foster collaboration amongst members of Hawaii's community of educational researchers and to build statewide capacity to conduct educational research in Hawaii.
- Principal Investigator for University of Hawaii Manoa College of Education and American Samoa Department of Education K-12 Schools. (2010).
- Kamehameha Schools Collaborative Inquiry Partnership with Hawaiian Charter Schools. (2008-Present).
- PREL MACIMISE. Graduate Education Research consultant for candidates across Micronesia conducting Ethnomathematic research.
- Content Area Specialist Teachers (CAST). Consultant in Guam and Samoa to provide professional development to teacher leaders in academic content knowledge, standards-based instruction and assessment.
- Castle Foundations. Participate in a mentor relationship with Terrence George, Vice President and Executive Director of Castle Foundations to build university/community partnerships, 2008 to Present.
- University of Hawaii Master of Education in Teaching Partnership Schools, 2007 - Present.
- University of Hawaii MLMED Moanalua Middle School, 2007-Present.
- St. Clement's Episcopal Church. Organist, pianist, music director. Honolulu, Hawaii, 2007-Present.
- University of Hawaii Ethics Training, April 2011

- University of Hawaii Search Committee Training, April 2011
- Chair, Reading Search Committee, Spring 2011, Spring 2012, Fall 2012

SERVICE PRIOR TO HIRE

- Advisor, International Baccalaureate Committee. Wooster City Schools, 2004.
- National Mennonite Secondary Education Council, 1999-2004.
- Strategic Planning Committee. Central Christian Schools, 2002.
- The Ohio Alliance for Arts Education, 1998.
- Deregulation Grant Committee Green Local School District, 1997.

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS

- Editorial Review Board Member, *Research in Middle Level Education Online*, 2010.
- International Advisory Board Member, *The One Voice International Institute of Elemental Ethics and Education*, 2010.
- Member, Association for Childhood Education International, 2008-Present
- Member, American Education Research Association, 2008-Present
- Member, Hawaii Association of Middle Schools, 2007-Present.
- Member, National Middle School Association, 1999-Present.
- Member, Hawaii Education Research Association, 2007-Present.
- Member, Association for Supervision and Curriculum Development, 1999-Present.

CONSULTANCY

Zuercher, D.K. (2013). Pacific Region Comprehensive Center. Technical assistance provided on the English Common Core State Standards with a focus on bilingual English Language Learners for American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

Zuercher, D.K January 2013. Presentation to HIDOE ACE Vice-Principals on Research Methodology in Pacific Education Settings as part of the HPERC partnership initiative.

Zuercher, D.K. (October, 2012 – Present). Developing and retaining highly effective teachers and leaders task leader for the Pacific Regional Comprehensive Center (PRCC) to Commonwealth of the Northern Marianas Islands, American Samoa, Federated States of Micronesia, Republic of the Marshall Islands, Hawai'i, Guam and Republic of Palau. PREL/ University of Hawaii Grant Partnership.

Zuercher, D.K. (2010-Present). Research advisor to graduate candidates in the MACIMISE project located in Chuuk, Kosrae, Hawai'i, American Samoa, CNMI, Guam, Pohnpei, Yap, RMI, and Saipan. PREL/University of Hawaii Grant Partnership.

Zuercher, D.K. & Deering, P. (August 14, 2010). *Action research as accountability for school improvement and accreditation presentation*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (August 2010 - May 2, 2011). *Action research as accountability for school improvement and accreditation*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (July, 2010) *The Content Area Specialized Training (CAST) Initiative*. The American Samoa Department of Education.

Zuercher, D.K. & Deering, P. (August 1, 2009 – May 12, 2010). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (June 1-10, 2009) *The Content Area Specialized Training (CAST) Initiative*. The University of Guam and Guam Public School District, Guam.

Zuercher, D.K. & Deering, P. (August 2008-May 21, 2009). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zuercher, D.K. & Deering, P. (May 7, 2009). *Action research as accountability for school improvement presentations*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 21, 2008). *Action research as accountability for school improvement*. Nawahi Charter School. Keaau, Hawaii.

Zuercher, D.K. & Deering, P. (October 20, 2008). *Action research as accountability for school improvement*. Ka Umeke Charter School. Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 15, 2008). *Action research as accountability for school improvement*. Kanuikapono Charter School. Anahola, Hawaii.

Zuercher, D.K. & Deering, P. (August, 2008). *Action research as accountability for school improvement*. Kamehameha Schools. Honolulu, Hawaii.

Zilliox, J. & Zuercher, D.K. (July, 2008). *CAST Project: Language Arts Standards and Teacher Leadership following direct instruction in Guam*. University of Guam, Guam.

Zuercher, D.K. (2006). *Highly qualified teacher development: Praxis II content knowledge*. American Samoa Department of Education. Pago Pago, American Samoa.

Zuercher, D.K. (2006). *Portfolio documentation for WASC accreditation*. South Pacific Academy. Pago Pago, American Samoa.

CONSULTANCY PRIOR TO HIRE

Zuercher, D.K. (2004) *Computer simulations to improve team problem-solving abilities in schools*. SciTrain, Akron, Ohio.

Zuercher, D.K. (2002). *Strategic planning for school improvement and growth*. Central

Christian Schools, Kidron,

TEACHING

Graduate Courses Taught

ITE 601	Professional Studies Seminar I
ITE 602	Field Experience and Seminar
ITE 603	Professional Studies Seminar II
ITE 604	Field Experience and Seminar II
ITE 610	Pre-internship Practicum
ITE 611	Professional Studies Seminar III
ITE 612	Internship
ITE 613	Professional Studies Seminar IV
ITE 427	Early Adolescent Development
ITE 699	Independent Study
EDCS 602	Advanced Topics Writing/Oral Communication
EDCS 610	Learning to Teach: The First Five Years of Teaching
EDCS 632	Qualitative Methods in Education
EDCS 640M	Seminar in Interdisciplinary Education
EDCS 642	Seminar in Multicultural Middle Level Education

Undergraduate Courses Taught

EDEE 496B	Performing Arts
EDEE 324	Health, Movement and Physical Education
ITE 312	Foundations in Curriculum and Instruction: Elementary Ed
ITE 317	Field Experiences in Elementary Education
ITE 343	Personal and Social Health K-6
ITE 353	Elementary Music Methods
ITE 313	Literacy and Literature I
ITE 314	Literacy and Literature II

REFERENCES

Dr. Joseph Zilliox
University of Hawaii Manoa
MEdT Department Chair
[REDACTED]

Dr. Paul Deering
University of Hawaii Manoa
MLMED Program
[REDACTED]

Dr. Beth Pateman
Associate Dean
University of Hawaii Manoa
[REDACTED]u

Dr. Steve Michael
Provost and Vice President for Academic Affairs
Arcadia University
450 S. Easton Road, Glenside, PA 19038
[REDACTED] [REDACTED]
[REDACTED]

Laura Laolagi
Program Liaison
American Samoa
[REDACTED]

Dr. Teresa Rishel
Kent State University
[REDACTED]
[REDACTED]

Exhibit 4: Board Member Information Form

Board Member Information


To be completed individually by each Applicant 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: DreamHouse
2. 
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.
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 mission and vision of DreamHouse and want to lend my experience and skills to the school's founding and development in service of the students of Ewa Beach.

6. What is your understanding of the appropriate role of a public charter school governing board member?

Governing board members of public charter schools are responsible for governance of the organization and oversight of the chief executive. They must ensure fiscal integrity, academic accountability, and fidelity to the charter. They should support the school's leadership team as requested to problem solve and support strategic high-level decision-making in order to maximize the school's effectiveness and uphold its commitment to the community.

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 founded a public charter school in San Francisco, CA, and serve as a member of its governing board. I have also served as a member of the Hartt School Community Division Advisory Board and currently serve on the Center for Education Reform Advisory Board.

8. Describe the specific knowledge and experience that you would bring to the governing board.

I would bring professional experience in the following areas to the governing board:

- Elementary and secondary teaching
- School leadership
- Teacher professional development
- School finance
- Charter school founding
- Board governance
- Non-profit management
- Fund development

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The mission of DreamHouse is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. The school has a vision for children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact in our community.

DreamHouse believes in the potential of every child growing up in Ewa Beach and in developing each student's capacity to leading a fulfilling, successful life. We are

committed to creating welcoming and empowering environments for teaching and learning that are rooted in a growth mindset and a commitment to continuous improvement, and we believe in engaging the broader Ewa Beach community in supporting and guiding students on their journeys.

2. What is your understanding of the school's proposed academic plan?

The school's proposed academic plan integrates leadership, identity, high academic expectations, and 21st century skills. The focus on leadership is designed to honor the community and develop an orientation to service. By inviting students and members of the broader school community to bring their identities in to the classroom, we aim to instill a more grounded and personal approach to learning that builds on culture, heritage, and values. Within this framework, we are committed to ensuring our students reach high academic expectations that will equip them with the knowledge base and 21st Century skills needed for access to a range of college and career opportunities. The academic plan is designed to meet Common Core and BOE standards as well as entrance requirements for competitive universities.

3. What do you believe to be the characteristics of a successful school?

Based on my experience as an educator, school founder, and school year, I believe the characteristics of a successful school include:

- A clear and robust academic philosophy supported by exceptional teachers and productive learning environments
- An instructional program that differentiates instruction to meet individual students' needs, providing appropriate levels of support and challenge
- Students who engage in informed and independent thinking
- Collaborative and mission-aligned adults
- Families that participate in and contribute their ideas to their children's learning and the life of the school
- At the organizational level, a clear understanding of the difference between governance and management
- A nimble and responsive leadership team that works to address challenges and pursue opportunities in a way that is always grounded in the school's mission

4. How will you know that the school is succeeding or is not succeeding in its mission?

- Reaching student achievement targets
- Attaining enrollment targets
- Receiving positive feedback from students, staff, parents, community, and board
- High rates of parent engagement
- Fiscal sustainability and transparency
- Fulfilling all compliance requirements
- Maintaining fidelity to the charter

Governance

1. Describe the role that the governing board will play in the school's operation.

The board will serve school governance functions across academic, organizational, and financial priorities and oversee and support the school's director. The board will further offer strategic guidance as needed and ensure compliance, transparency, and accountability for the school's finances and operations.

2. How will you know if the school is successful at the end of the first year of operation?

Measures of the school's success by the end of the first year of operation include:

- Having served a diverse cohort of 100 students from Ewa Beach
- Having enrolled the next cohort of 100 students
- School facilities are in place for the next year
- Teaching staff have been hired for 6th and 7th grades
- Fundraising goals have been met
- Having complied with our charter contract across academic, organizational, and financial priorities
- Achievement of academic goals, including exceeding complex and state averages in reading, math, and science
- Achieving parent satisfaction targets and re-enrollment rates

3. How will you know at the end of five years if the school is successful?

By the end of year five:

- We will have followed our growth plan and will be serving 500 students, grades 6-10, ready to add 11th grade
- We will have achieved our student achievement goals
- We will have an active teacher recruiting pipeline and full staff
- We will have high-functioning school and non-profit boards with diverse members from across the community
- We will have built a strong financial reserve and be operating within annual budgets
- We will have renewed our charter application
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands
- We will have the facilities needed to sustain our growing school
- We will have high rates of re-enrollment each year

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

To ensure the school is successful, the governing board will need to:

- Hold focused full-board and committee meetings that give board members access to the information and metrics needed to provide oversight and strategic direction

- Ensure board development provides the expertise, commitment and diversity of perspectives needed to ensure effective oversight and governance
 - Stay apprised of regulations and requirements as well as opportunities in the local education and charter landscape
 - Stay connected to the school and its community through regular visits and participation in school events
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?

In such a situation, I would begin by reviewing the bylaws and would express my concern to the board chair and school director. We could then pursue the appropriate steps needed to determine whether there is unethical behavior or a conflict with the school's interests and follow the steps delineated in the bylaws and conflict of interest policy accordingly to ensure the school is protected.

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 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 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.

X I/we do not know 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.

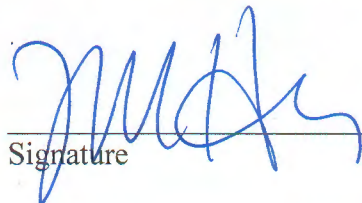
X Does not apply to me, my spouse or family ☐ Yes ☐

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, Jane Henzerling, 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

1/27/16
Date

JANE HENZERLING

EXPERIENCE:

Founder & Head of School, The Mission Preparatory School, San Francisco, CA

September 2010 – Present

- Establishing and leading a college-preparatory, public charter school designed to equip K-8 students with the knowledge, skills, and strength of character needed to succeed in college and serve as leaders in their communities
 - granted charter authorization by a unanimous vote of the California State Board of Education; renewed by the San Francisco Unified School District
 - selected as a member of the national Excellent Schools Network based on student achievement outcomes and organizational sustainability
- Conducting student recruitment outreach to ensure the school meets enrollment goals and maintains a waiting list
 - each grade has a waiting list of more than 60% of available spaces
 - 84% of students qualify for free or reduced lunch; 46% live below the poverty line; 70% are English learners
- Ensuring the school meets ambitious student achievement outcomes by managing recruitment, selection, training and professional development of faculty; overseeing curriculum and assessments; and facilitating systems for parent communication and engagement
 - 85% of 3rd graders scored at, near, or above the target on ELA and Math Smarter Balanced state tests in 2015
 - 83% of students met or exceeded the national average on standardized TerraNova assessments in 2014
 - 95% of parents reported being very satisfied or satisfied with the quality of instruction, their child's progress, and the overall educational program
- Managing all aspects of the school's finances, including budget planning and monitoring, fund development, and reporting for federal, state, and foundation funding
 - Built a reserve equivalent to 5 months of the current fiscal year's operating expenses
- Coordinating the activities of the board and its committees to ensure effective school governance

Fellow, Johns Hopkins University Institute for Education Policy, Baltimore, MD

December 2015 – Present

- Consulting on strategic planning and crafting grant applications to inform and support the growth of the Institute
- Producing essays and interviews for the Institute's Reports from the Field publications
- Planning policy events that engage a diverse range of participants and forge connections among education researchers, policymakers, and practitioners

Fellow, Building Excellent Schools, San Francisco, CA

August 2009 – August 2010

- Awarded a highly-selective fellowship to engage in a rigorous, yearlong, full-time training program in urban charter school creation and leadership with the goal of founding a high-performing school in San Francisco

Director of Advancement, Real Art Ways, Hartford, CT

June 2007 – July 2009

- Designing and executing strategies to drive the growth of a multi-disciplinary contemporary arts organization
 - crafted and implemented due diligence plan for board governance and processes for board member recruitment and orientation
 - facilitated development of new contact management and fundraising database of more than 23,000 records to improve communications, donor relations, and data management
- Creating and implementing funding plans and strategies to secure government, foundation, and corporate grants; promote individual giving; and increase donor retention
 - exceeded annual grants income goal by 29%; increased donor retention rate from 58% to 68%
 - initiated consultancy to create a 3-year fund development plan for operations, cash reserve, and endowment
- Hiring, managing, and evaluating fundraising and program staff; overseeing education programming

Executive Director, Teach For America, Miami-Dade County, FL

June 2004 – May 2007

- Managing an education non-profit that serves 10,000 students in Miami-Dade County's lowest-performing public schools with the aim of dramatically increasing academic achievement and expanding educational opportunity

- Leading a program staff to support a corps of 100 teachers in effecting significant academic gains of at least 1.5 grade levels' growth each year
 - doubled the percentage of corps members effecting significant gains from 20% to 40%
- Driving fundraising, community partnership, and public relations efforts in Miami-Dade
 - increased new contributions from foundations, corporations, and individuals by 250%
- Managing the regional budget and operations
- Building an advisory board designed to support and enhance development efforts and visibility
- Cultivating leadership opportunities for Teach For America alumni with corporate, higher education, and non-profit entities; co-founded the South Florida Alumni Network
- Collaborating with fellow executive directors to make organization-wide decisions that support the mission of closing the academic achievement gap

Program Director, Teach For America, Phoenix, AZ

June 2003 – June 2004

- Providing professional support and feedback to 50 corps member teachers, connecting them to individualized instructional resources, and ensuring they set and attain ambitious goals for students' academic growth
- Maximizing Teach For America's relationships with districts and schools to facilitate teacher certification and hiring
- Designing and facilitating professional development programs, including regional conferences and pedagogy workshops

Bilingual Teacher, Bilingual Program Coordinator, & Staff Developer, Roosevelt School District, Phoenix, AZ

August 1998 – June 2003

- Teaching bilingual 5th grade, bilingual 6th grade language arts, and 4th–8th grade conflict resolution to ensure students' achievement of state standards and biliteracy in English and Spanish
- Ensuring instructional program and assessment compliance with Office for Civil Rights guidelines
- Designing and implementing K-8 alternative language programs to serve English learners
- Developing and facilitating trainings for staff and administrators on classroom management, standards-based lesson planning, bilingual teaching methods, English language acquisition, balanced literacy, and social-emotional learning

AWARDS & RECOGNITION:

- Innovate Public Schools, Top Bay Area Public Schools for Underserved Students, 2015
- Skidmore College Creative Thought Matters Alumni Award of Distinction, 2012
- 7x7 Magazine Hot 20, 2011
- Florida Marlins Heart of the Community Award, 2007
- *Miami Today* Gold Medal Award, 2006
- Greater Miami Chamber of Commerce NOVO Award for non-profit innovation, 2006
- *South Florida Business Journal*, Heavy Hitter in Education, 2006
- Bank of America Neighborhood Builder, 2005
- *Miami Today* "Achiever," 2004

COMMUNITY & CIVIC INVOLVEMENT:

- Advisory Board Member, Center for Education Reform, 2015 – Present
- Founding Board Member, DreamHouse Charter School for Ewa Beach, Hawai'i, 2015 – Present
- California Charter Schools Association Capitol Advocacy Leader, liaison to state Assemblymember David Chiu, 2013 – Present
- Leadership for Educational Equity, Women's Political Leadership Program, 2014
- San Francisco Human Rights Commission, Equity Advisory Committee Member, 2010 – 2013
- Skidmore College Class Fund Chair, 2008 – 2011
- Institute of Museum and Library Services Field Reviewer, 2009 – 2010
- Hartt School Community Division Advisory Board Member, 2007 – 2009
- Greater Miami Chamber of Commerce, Education and Not-for-Profit Committees, 2004 – 2007

CERTIFICATIONS & SKILLS:

- California Commission on Teacher Credentialing Preliminary Administrative Services Credential
- Proficiency with Google Apps for Education, FileMaker Pro, and Raiser's Edge
- Near-native fluency and literacy in Spanish

EDUCATION:

Northern Arizona University, Flagstaff, AZ

MEd in Educational Leadership with Distinction, August 2005

Washington University, St. Louis, MO

University Fellowship recipient, graduate studies in Spanish literature, 1997 – 1998

Skidmore College, Saratoga Springs, NY

BA in Spanish, May 1997

Summa cum laude, Departmental honors, Periclean Honor Society, Sonja P. Karsen Prize in Spanish



Exhibit 4: Board Member Information Form

Board Member Information

To be completed individually by each Applicant 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:

DreamHouse

2. 

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 ATTACHED

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 potential of children growing up in Ewa Beach and believe this school model will help empower children to realize their potential. I also believe in the collective qualifications of the applicant team, their vision, their purpose, and their belief in children growing up on the Leeward side of the island attending public schools

6. What is your understanding of the appropriate role of a public charter school governing board member?

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- To uphold faithfulness to the charter;
- To ensure strong educational program delivery to students and the community;
- To actively partner with school management to troubleshoot, support, and sustain 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.

- Attended local charter school meetings to learn about governance structure and how a managerial board attacks tough issues;
- Served on the fundraising committee of another charter school board;
- Currently board chair for a local education non-profit;
- Served as Executive Committee member for Aloha United Way's Society of Young Leaders helping design and drive fundraising campaigns, events, membership mobilization, and governance;
- Co-founded non-profit associated with proposed school and have co-lead governance activities over the past two years;

8. Describe the specific knowledge and experience that you would bring to the governing board.

- Finance, banking, consulting, strategic planning, management, community relations, government relations, fundraising, academic management, and leadership development

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders.

We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
 - Community is engaged and welcomed into the school;
 - Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
 - Components from the previous list will be happening;
 - Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
 - Academic results are growing, trending upward, and surpassing goals;
 - Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
 - Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
 - Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.
- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold faithfulness to the charter;
 - Ensure strong educational program delivery to students and the community;
 - Offer strategic guidance to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;

- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
 - We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
 - Families and communities will offer positive praise as to our welcoming, open culture;
 - Students will want to come back for the next year;
 - We will have actively partnered with fellow DOE schools in the complex;
3. How will you know at the end of five years if the school is successful?
- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
 - We will have an active teacher recruiting pipeline and full staff;
 - We will have full school and non-profit boards with diverse members from across the community;
 - We will have a growing and sustainable financial position as indicated by Commission metrics;
 - We will have renewed our charter application;
 - We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
 - We will be in a permanent facility;
 - We will be fully sustainable on per pupil and government funds;
 - Our students will stay with us as we grow;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
- Grow with diverse, experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain engaged in the operation and growth of the school;
 - Continue to engage in the local educational and charter landscape evolution;
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?
- Refer to bylaws and raise questions to board chair and school director;
 - Meet with board president, school director, and members concerned;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;

- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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

Some are co-founders of the proposed school; others I helped recruit to this effort and hold personal relationships with.

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 such employees ☒ Yes

I was a teacher and have many close friends who are still in the classroom, at administrative levels, charter school founders and leaders, and on school boards.

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 such persons ☒ Yes

I have been sourcing partners including, but not limited to, the Charter School Development Corporation, Hawai'i Modular Space, and Anderson Anderson as potential facilities partners.

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 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

I will not, however, that I plan to be a non-voting member of the board.

Certification

I, Alex Teece, 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

Feb. 6, 2016

Date

ALEX D. TEECE

EDUCATION

Harvard Graduate School of Education, Harvard University, Cambridge, MA

Expected May 2016

Master of Education in School Leadership: School Development

Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government

Principal Intern, Josiah Quincy Upper School, Boston Public Schools

August 2015 – Present

Simon Business School, University of Rochester, Rochester, NY

June 2012

Master of Business Administration: Finance, Corporate Accounting, and International Management

Teach For America Scholarship, Dean Mark Zupan Scholarship

Study Abroad: Hong Kong University of Science & Technology, Hong Kong

Fall 2011

Graduate College of Education, University of Hawaii, Honolulu, HI

2008 – 2010

Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0

Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity

McInerney Scholarship Recipient; Licensed Teacher in the State of Hawai'i (#SL011259)

Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY

2004 – 2008

Bachelor of Science in Business Administration: Management & Marketing

Study Abroad: Griffith University, Gold Coast, Australia

Fall 2006

EDUCATION EXPERIENCE

Teach For America – Hawai'i Region, Honolulu, HI

2012 – 2014

Director | Development & External Partnerships

- Designed and executed two-year development campaign that led to \$5.9 million raised for regional operations and growth
- Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
- Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals

Teach For America – Summer Training Institute, Phoenix, AZ

Summer 2012

School Director | Teleos Preparatory Academy

- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
- Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
- Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day

Teach For America – Summer Training Institute, Atlanta, GA

Summer 2010

Operations Director | Transportation and Special Events

- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
- Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
- Managed and trained two college interns in project management, relationship management, and strategy execution

Ilima Intermediate School, Ewa Beach, HI

2008 – 2010

Seventh Grade English Teacher | Team Leader

- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
- Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
- Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

Bank of Hawaii – Commercial Credit Group, Honolulu, HI

2014 – 2015

Senior Analyst

- Served as Lead Underwriter for \$98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
- Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients

Morgan Stanley – Public Finance Investment Banking, New York, NY

Summer 2011

Summer Associate | Non-profit Healthcare

- Supported eight deal teams on over \$400 million of municipal security issuances while covering non-profit healthcare clients
- Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over \$200 million

COMMUNITY & INTERESTS

- DreamHouse Inc. Co-Founder, Hakipu'u Learning Center Finance Committee, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, Learning First Board Chair, Big Brother Big Sister of Hawai'i
- Travel and culture, yoga, cooking, fundraising, entrepreneurial ventures, Hawai'i, anthropology

Exhibit 4: Board Member Information Form

Board Member Information

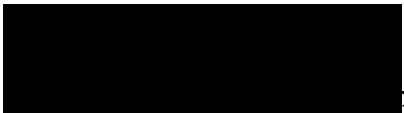
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

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: DreamHouse
2. Your Contact Information:

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.
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?
To see that a child's education can help them to be more than just another kid be pushed out the back door! Too many of them have "lost potential"

6. What is your understanding of the appropriate role of a public charter school governing board member?

Support governance of the school across academic, organizational, and financial aspects of operating a school;

To uphold faithfulness to the charter;

To ensure strong educational program delivery to students and the community;

To actively partner with school management to troubleshoot, support, and sustain 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 have been an avid people reader all my life, trained & taught more than 200+ people in the Banking industry. Also have extensive sales training which has helped in juggling people's reaction to different situations.

8. Describe the specific knowledge and experience that you would bring to the governing board. 68

Having an open mind, knowing where most of these people are from I was in the same situation growing up in Makakilo.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;

We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;

We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;

We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan? To have the best education possible.

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

A strong academic philosophy supported by exceptional teachers and learning environments;

Adults who empower students to think critically for themselves;

Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

Adults who support and empower each other;

Administration that supports teachers;

A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

Parents and families who are engaged in the decisions, happening, and progress of their child and school;

Community is engaged and welcomed into the school;

Teaching staff and leadership reflects local community;

School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?

The school is adhering to its charter with vigilance;

Components from the previous list will be happening;

Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;

Academic results are growing, trending upward, and surpassing goals;

Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;

Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;

Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.

Support governance of the school across academic, organizational, and financial aspects of operating a school;

Assist with supporting and managing the school director;

Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;

Uphold faithfulness to the charter;

Ensure strong educational program delivery to students and the community;

Offer strategic guidance to school director and leadership;

Maintain fiduciary transparency and responsibility;

Maintain ethical operation of the school through oversight and partnership;

Respond to and engage with State Commission as needed

2. How will you know if the school is successful at the end of the first year of operation?
 - We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;
 - We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
 - We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
 - Families and communities will offer positive praise as to our welcoming, open culture;
 - Students will want to come back for the next year;
 - We will have actively partnered with fellow DOE schools in the complex;

3. How will you know at the end of five years if the school is successful?

We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;

We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;

We will have an active teacher recruiting pipeline and full staff;

We will have full school and non-profit boards with diverse members from across the community;

We will have a growing and sustainable financial position as indicated by Commission metrics;

We will have renewed our charter application;

We will have active and robust partnerships with community organizations and institutional entities in the area and islands;

We will be in a permanent facility;

We will be fully sustainable on per pupil and government funds;
Our students will stay with us as we grow;

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

Refer to bylaws and raise questions to board chair and school director;

Meet with board president, school director, and members concerned;

Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;

If egregious, support a motion to remove concerned individuals from board;

If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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 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 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 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, Edwin Karkani, 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

1/31/2016
Date

Edwin M. Kaukani



QUALIFICATIONS

Extensive sales & customer service training by phone or in person and cash handling experience. Dealing with high-profile customers: CEO's, business/ homeowners, celebrates as well; excellent interpersonal communication and public relation skills.

EMPLOYMENT

Sentinel Alarm Co. | *Security Sales Consultant (5/11-3/13)*

First Hawaiian Bank | *Lobby Assistant, Safe Deposit Clerk, Clerk Teller, Teller, Teller Trainer, Credit Card Dispute Specialist, Credit Card Fraud Investigator, Retirement Specialist (5/91-4/11)*

- Started as security at main branch then moved into various different departments, within the banking system.
- In-house training department; Cohen Brown sales tactics; Management training and leadership courses
- Microsoft Office; 10-Key software

VT Cycles | *Moped Mechanic & Counter Service, Sales (1/04-10/10)*

- Service and sales
- Part fabrication
- Restoration of rare and used mopeds
- Excellent customer service in-house and via phone
- Driver pick-up, delivery of crucial parts and units

Sandy Fleming's Fast Electric Tricks | *Counter Service and Sales, Radio Control Repair & Service Member (6/01-12/03)*

- Retail sales responsibilities
- Part fabrication
- Service and repair

The Hobby Company | *Shift Supervisor, Radio Control Technician (3/88-5/01)*

- Excellent customer service in house and phone
- Supervising a team of four people in stocking merchandise, sales, merchandising cash and balanced end of business day
- Service, repair, and ordering

Thunder Bug | *Counter Service and Sales / Auto Mechanic (1/85-1/87)*

- Excellent customer service in-house and via phone
- Service and repair

REFERENCES

Kimo Mills | Sr. Vice President, First Hawaiian Bank | (808) 844-3842

Steve Vantrease | Owner, VT Cycles | (808) 596-7733

Dave Caldwell | Owner, Sandy Fleming's | (808) 456-7272

Exhibit 4: Board Member Information Form

Board Member Information


To be completed individually by each Applicant 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: DreamHouse
2. Your Contact Information:

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.
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 X
I am on the board of directors for the Reverend Akaka Ministries Foundation (non-profit) as well as the Wellesley Club of Hawaii.
5. Why do you wish to serve on the governing board of the proposed charter school?
As someone who grew up privileged to receive an excellent education through the private school system of Hawai'i, I believe it is my kuleana to ensure that all students receive an

excellent education no matter the type of the school. This charter school would provide another choice with a commitment to student achievement, personal growth, and a strong sense of identity. With five years working as a special education teacher at James Campbell High School, I learned about the strengths and assets of the Ewa Beach community as well as the rapid development and growth of the population. I believe that the charter school would provide another option for education to respond to the growing size of the community.

6. What is your understanding of the appropriate role of a public charter school governing board member?

A public charter school governing board member should support governance of the school across academic, organizational, and financial aspects of operating a school, uphold faithfulness to the charter, ensure strong educational program delivery to students, families and the community, and actively partner with school management to troubleshoot, support and sustain the school. In order for the school's mission and vision to be achieved, it requires a team in and beyond the school staff to align decisions and actions, and the charter school governing board member contributes to achieving that mission and vision.

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 been on the board of directors for the Reverend Abraham Akaka Ministries Foundation since 2009 and initiated participation in the Give Aloha campaign, in the proper disbursement of funds, and projects aligned to fulfilling the mission of the non-profit. Additionally, I have been a treasurer for the Wellesley Club of Hawaii for the past 3 years ensuring fiscal responsibility.

8. Describe the specific knowledge and experience that you would bring to the governing board.

With five years serving as a special education teacher (2 of them as the special education department head) at James Campbell High School, in the community in which we wish to offer a charter school, I bring knowledge of pedagogical practices for diverse learners, an understanding of the students and families of the community, and given my current experience coaching teachers in and beyond the Ewa Beach community, I have a broader understanding of various school structures and community partnership. As a director with other non-profits, I understand the importance of upholding the bylaws and regulations while fulfilling a mission and vision in collaboration with others.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

As part of the nonprofit board, I was a one of the individuals that crafted the mission and guiding beliefs.

Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;

- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?

- The school is adhering to its charter with vigilance;
- Components from the previous list will be happening;
- Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
- Academic results are growing, trending upward, and surpassing goals;
- Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
- Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
- Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- Assist with supporting and managing the school director;
- Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
- Uphold faithfulness to the charter;
- Ensure strong educational program delivery to students and the community;
- Offer strategic guidance to school director and leadership;
- Maintain fiduciary transparency and responsibility;
- Maintain ethical operation of the school through oversight and partnership;
- Respond to and engage with State Commission as needed

2. How will you know if the school is successful at the end of the first year of operation?

- We will have served a diverse cohort of 100 students from Ewa Beach;
- We will have held a lottery and lined up our next cohort of 100 students;
- We will have a building for the next year;
- We will have hired the teachers necessary to teach 6th and 7th grade;
- We will met our fundraising goals for the year;

- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
- We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
- Families and communities will offer positive praise as to our welcoming, open culture;
- Students will want to come back for the next year;
- We will have actively partnered with fellow DOE schools in the complex;

3. How will you know at the end of five years if the school is successful?

- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
- We will have an active teacher recruiting pipeline and full staff;
- We will have full school and non-profit boards with diverse members from across the community;
- We will have a growing and sustainable financial position as indicated by Commission metrics;
- We will have renewed our charter application;
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
- We will be in a permanent facility;
- We will be fully sustainable on per pupil and government funds;
- Our students will stay with us as we grow;

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

- Refer to bylaws and raise questions to board chair and school director;
- Meet with board president, school director, and members concerned;
- Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;

- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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 X
 I have known Zachary DiLonno since 2008 as a Teach For America fellow corps member and special education teacher. We participated in a vision of excellence professional development trip to the Bay Area to increase our awareness of effective schools.
 I have known Alex Teece since 2008 as a Teach For America fellow corps member and English teacher at Ilima Intermediate School. As corps members, we engaged in cultural and pedagogical professional development together, including place-based education through a trip to Kaho`olawe. Additionally, we were colleagues on the Teach For America-Hawaii staff team.
 I have known Jacob Karasik for several years through the Teach For America network.
 I have known Lisette Roman since 2013 as her colleague on the Teach For America Hawaii staff. We have collaborated on projects and events.
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 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 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.

☐ XI/we do not know 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.

X 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.

X 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.

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, Meilan Akaka Manfre, 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

2/8/2016
Date

MEILAN AKAKA MANFRE

EDUCATION

College of Education, University of Hawaii at Manoa, Honolulu, HI

July 2008 – June 2010

Master of Education in Special Education, GPA: 3.92

Wellesley College, Wellesley, MA

August 2004 – May 2008

Bachelor of Arts, Music, Major GPA: 3.43

Choral Scholar recipient

Semester abroad: Milan, Italy

2005 – 2008

Spring 2007

PROFESSIONAL EXPERIENCE

Hawaii Teacher Standards Board Certified, Highly Qualified in Special Education & Secondary Mathematics

June 2010-Present

RELEVANT EXPERIENCE

Teach For America | Hawaii

May 2013 – Present

Manager, School System Leadership / Teacher Leadership Development; Values-Based Leadership Development facilitator

- Manage, coach, and develop 24 teachers to analyze student progress data for needs and coach skills in instructional techniques, classroom management, culturally responsive teaching and rigor to improve student academic performance.
- Collaborate and problem-solve with administrators, students, families, and other team members to impact students across five Title One public schools.
- Design and execute leadership programming for teachers/mid-level leaders to examine essential questions around instructional excellence, leading through values and identity, and defining a theory of change for education in Hawai'i.
- Serve on National Native Alliance Initiative Advisory Board, advocate for education in Hawaii at annual legislative summits, mentor and support teachers who identify as Native Hawaiian.

James Campbell High School, Ewa Beach, HI

July 2008 – May 2013

Special Education Department Head / Trained Mentor Teacher / 9th and 10th Grade Math Teacher / 2008 TFA Corps Member

- Selected from approximately 24,700 applicants nationwide to join national teacher corps of 3,700 recent college graduates who commit two years to teach in under-resourced public schools and support education reform.
- Elected by senior committee in 2011 to serve as Special Education Department Head for largest high school in Hawaii managing 28 teachers, and supporting 250+ students with individualized education plans via monthly in-service training, implementation of department-wide data collection system to drive instruction and services.
- Collaborated with five educators in order to create differentiated instruction to 90 students with and without disabilities, resulting in 80% mastery of state benchmarks from 2008-2011.
- Chosen from 166 faculty members to pilot strategic inclusion and response-to-intervention leadership teams and integrate program into school-wide curriculum to appropriately address the needs of approximately 2400 students.
- Nominated by principal and selected to participate in statewide Teacher Leader Academy to acquire and apply skills to strengthen school-wide practices, resulting in effective meeting facilitation, collaboration, and data project implementation.
- Applied mentor teacher training to provide instructional coaching and support to new teachers since 2011.

Punahou School – Partnerships in Unlimited Educational Opportunities Program, Honolulu, HI

2009 – 2012

Administrator/Instructional Coach/Counseling Team Leader / Leadership Summer Administrative Intern/Lead Teacher

- Leading in public-private school partnership to serve middle and high school students from sixth grade through high school to raise the college aspirations and preparations through enrichment and DOE credit-bearing courses.
- Pioneered staff development modules and instructional coaching to 63 faculty members and assistants addressing topics including professionalism, differentiation, strategies for engagement, assessment, classroom management increasing quality of instruction and effectiveness of interventions.
- Created strategy for handling disciplinary issues and faculty/student to ensure the safety and success of all students and staff, evidenced in 100% of issues addressed/resolved.
- Designed and taught 6 weeks of original lessons utilizing technology, music, art and writing for 8th grade English and Math resulting in stronger academic preparation and work ethic for the following school year.
- Developed and executed training, instructional coaching model and curriculum to train and support new teachers

Breakthrough Collaborative Long Island, Locust Valley, NY

Summer 2007

7th Grade Research and Hawaiian Culture Teacher

- Designed and taught 45 minute classes for academically gifted middle school students of underprivileged school districts.
- Collaborated with associates to develop creative teaching tactics and lesson plans to design summer curriculum and program in an interactive way that would foster a love of learning and prepare students for school and college-readiness.

OTHER EXPERIENCE

Reverend Abraham Akaka Ministries Foundation, Honolulu, HI

Summer 2010 – Present

Director

- Fortify vision of foundation and allocate 1/9 of the budget to meet human needs, uplift culture and life of Native Hawaiians, promote peace on earth, and maintain, protect and manage the archives of Kahu Abraham Akaka.
- Initiate and facilitate annual Give Aloha campaign resulting in donations worth \$2,050.12 to perpetuate the foundation's mission.

Wellesley Club of Hawaii, Honolulu, HI

January 2011 – Present

Co-Treasurer

- Manage club budget for 150 members, allocate funds for programs, book awards, and events and increase cultivation of prospective applicants.

Dreamhouse, Inc., Honolulu, HI

January 2014 – Present

Vice President

- Engage in ongoing conversations about public education in Ewa Beach and determine outcomes for broader opportunities for students of the community.

Exhibit 4: Board Member Information Form

Board Member Information


To be completed individually by each Applicant 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: DreamHouse
2. Your Contact Information:
Name: Zachary M. DiIunno

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. **(See attached)**
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?

As a former teacher in the Ewa Beach community, I want to contribute my background as a teacher and my skill set as an attorney towards providing additional school choices for the students and families of Ewa Beach. I believe in the proposed charter's mission empowering children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. I want to ensure that the school has all the necessary resources and legal expertise to sustain its efforts for posterity both in serving students and complying with state and federal law.

6. What is your understanding of the appropriate role of a public charter school governing board member?

I understand that my role as a public charter school governing board member includes:

- Support governance of the school across academic, organizational, and financial aspects in the school's operation;
- To uphold integrity of the charter;
- To ensure strong educational program delivery to students and the community;
- To ensure the financial integrity of the school;
- To ensure that all board governance rules and procedures are followed;
- To partner with community members and organizations to support the school;
- To actively partner with school management to troubleshoot, support, and sustain 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 serve as a founding and current board member of Parents for Public Schools—Hawai'i (see resume for additional information).

8. Describe the specific knowledge and experience that you would bring to the governing board.

The specific knowledge and experience that I bring to the governing board is outlined in my resume. I highlight my experience as a public school teacher, particularly my role as a special education teacher and my graduate degree in special education. Nearly all my work experience in law, public policy, and non-profit is directly centered or substantially involves the focus around public education.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

I helped to craft the language of the school's mission statement, vision, and guiding beliefs.

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - **Identity** - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - **Leadership** - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community; we want to develop students who are committed to returning to the State of Hawai'i, their community, and use their skill set to improve the lives of those in the community;
 - **High Academic Expectations** - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - **21st Century Skills** - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;

- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?

- The school is adhering to its charter with vigilance;
- Components from the previous list will be happening;
- Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
- Academic results are growing, trending upward, and surpassing goals;
- Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations; the school and non-profit are in compliance with all state and federal laws;
- Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
- Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- Assist with supporting and managing the school director;
- Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
- Uphold faithfulness to the charter;
- Ensure strong educational program delivery to students and the community;
- Offer strategic guidance to school director and leadership;
- Maintain fiduciary transparency and responsibility;
- Maintain ethical operation of the school through oversight and partnership;
- Respond to and engage with State Commission as needed

2. How will you know if the school is successful at the end of the first year of operation?

- We will have served a diverse cohort of 100 students from Ewa Beach;
- We will have held a lottery and lined up our next cohort of 100 students;
- We will have a building for the next year;

- We will have hired the teachers necessary to teach 6th and 7th grade;
- We will met our fundraising goals for the year;
- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
- We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
- Families and communities will offer positive praise as to our welcoming, open culture;
- Students will want to come back for the next year;
- We will have actively partnered with fellow DOE schools in the complex;

3. How will you know at the end of five years if the school is successful?

- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
- We will have an active teacher recruiting pipeline and full staff;
- We will have full school and non-profit boards with diverse members from across the community;
- We will have a growing and sustainable financial position as indicated by Commission metrics;
- We will have renewed our charter application;
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
- We will be in a permanent facility;
- We will be fully sustainable on per pupil and government funds;
- Our students will stay with us as we grow;

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

- Refer to bylaws and raise questions to board chair and school director;
- Meet with board president, school director, and members concerned;

- Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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

I know Meilan Akaka as a Teach For America fellow corps member and a friend.

I know Jacob Karasik as a Teach For America fellow corps member and a friend.

I know Lissette Roman as a Teach For America fellow corps member and a friend.

I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.

I know Ed Kaukani through community meetings held in relation to the proposed charter school.

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 such employees ☒ X Yes

I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.

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 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.

☒ I/we do not know 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, Zachary DiIunno, 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.



01/29/2016

Signature

Date

ZACHARY DIIONNO

EDUCATION

2010–2013	UNIVERSITY OF HAWAII – William S. Richardson School of Law <i>Juris Doctorate – Certificate in Native Hawaiian Law</i> <ul style="list-style-type: none">2013 National Native American Law Student Association Moot Court Competition First Place for “Best Brief,” published in 38 Am. Indian L. Rev. 305 (2014)2012 National Native American Law Student Association Moot Court Competition Third Place for “Best Overall Advocate”; Third Place for “Best Brief”Staff editor for Asian-Pacific Law & Policy Journal—Fall 2011, Spring 2012Legal Writing Teaching Assistant for Christine Daleiden—Spring 2012CALI Excellence for the Future Awards in Native Hawaiian Rights, Legal Writing (Fall 2010, Spring 2011)Student Bar Association 1L Class Representative, 2010-2011Head Coach of William S. Richardson School of Law Ete Football Team—Fall 2011	Honolulu, HI
2007–2009	UNIVERSITY OF HAWAII – College of Education <i>Master of Education – Special Education</i> <ul style="list-style-type: none">Earned a perfect 4.0 grade point averageAppointed student marshal for graduate class for academic achievement and leadership	Honolulu, HI
2002–2006	JOHNS HOPKINS UNIVERSITY <i>Bachelor of Arts – Political Science</i> <ul style="list-style-type: none">Dean’s List Spring 2005, Fall 2005Alpha Delta Phi Fraternity– Social Chairman from 2003-2006; managed \$15,000 annual budget	Baltimore, MD

PROFESSIONAL EXPERIENCE

Oct. 2014 - Present	ALSTON HUNT FLOYD & ING—A LAW CORPORATION <i>Associate Attorney</i> <ul style="list-style-type: none">Specializes in commercial litigation, business litigation, employment law, commercial contract disputes, civil rights, and class actionsDrafts legal documents, including briefs, motions <i>in limine</i>, discovery materials, and motions for attorneys’ fees for a civil rights action against the State of Hawai‘i for failure to provide translated driver’s license examinations for over six yearsDrafts appellate briefs on behalf of employer defending against an unlawful termination action by former employer	Honolulu, HI
Aug. 2013 - Aug. 2014	HONORABLE ASSOCIATE JUSTICE RICHARD W. POLLACK SUPREME COURT OF HAWAII <i>Law Clerk</i> <ul style="list-style-type: none">Reviewed the record on appeal, appellate briefs, and applications for responses to certiorariResearched the relevant law and standard of review for applications for certiorari and prepared memoranda recommending whether the court should accept certiorariDrafted comprehensive bench memoranda for the court in preparation of oral argumentsCollaborated with Justice Pollack to write legal opinions for publication	Honolulu, HI
Spring 2013	OFFICE OF HAWAIIAN AFFAIRS <i>Research Legal Intern</i> <ul style="list-style-type: none">Worked directly under Chief Advocate Breann Nu‘uhiwa on legal issues relating to No Child Left Behind testing requirements in Hawaiian language immersion schoolsResearched and drafted legal memoranda on legal arguments supporting a waiver from the United States Department of Education on testing requirements in Hawaiian language immersion schools	Honolulu, HI
Spring 2013	HAWAII DEPARTMENT OF EDUCATION—CIVIL RIGHTS COMPLIANCE OFFICE <i>Clerk Intern</i> <ul style="list-style-type: none">Researched and drafted legal memoranda relating to claims of discrimination, harassment, and bullying among students, teachers, and administratorsAssisted with compiling investigations for cases by procuring witness and respondent questionnaires, collecting relevant case information, and drafting Final Investigation Reports	Honolulu, HI

Fall 2012	HONORABLE ASSOCIATE JUSTICE SABRINA McKENNA SUPREME COURT OF HAWAI‘I <i>Clerk Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> Reviewed the record on appeal, appellate briefs, and applications for and responses to certiorari Researched the relevant law and standard of review for applications for certiorari and prepared memoranda recommending whether the court should accept certiorari 	
Summer 2012	HAWAI‘I APPLESEED CENTER FOR LAW & ECONOMIC JUSTICE <i>Summer Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> Developed a pilot project aimed at maximizing participation in the school breakfast program in Hawai‘i’s low-income public schools using a “Breakfast in the Classroom” approach modeled off New Mexico state law Researched and drafted memoranda exploring current school disciplinary practices in the HIDOE to determine whether such practices had a disproportionate impact on Native Hawaiian students and identified the best practices for school discipline used by other states for school discipline Researched and drafted memoranda examining the efficacy of HIDOE’s implementation of services for ELL students, particularly with respect to teacher qualifications, high teacher turnover, achievement gap metrics, and administration of ELL programs at the local school level 	
Spring 2012	HAWAI‘I STATE CAPITOL OFFICE OF SENATOR JILL TOKUDA <i>Legal Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> Draft memoranda and resolutions on legal issues addressed in bill proposals, including Senate Concurrent Resolution 131 regarding coordination of policies and services for victims of human trafficking Research and recommend education statutes in H.R.S. Chapter 302A for repeal as a part of Senator Tokuda’s statutory audit initiative 	
Summer 2011	MCCORRISTON MUKAI MILLER MACKINNON LLC <i>Summer Associate</i>	Honolulu, HI
	<ul style="list-style-type: none"> Researched and prepared legal memoranda for commercial litigation cases on areas of law including dram shop liability, non-disparagement covenants, contract rescission, and strict products liability Drafted court motions including summary judgments, amended complaints, and a successful motion for judgment on the pleadings in a case involving the Americans with Disabilities Act 	
Summer 2010	CENTER FOR AMERICAN PROGRESS <i>Education Policy Research Intern</i>	Washington, D.C.
	<ul style="list-style-type: none"> Worked directly with a Senior Fellow on “Smart Government” Project, ranking over 10,000 U.S. public school districts by their return on investment, considering per-pupil expenditures and student achievement indicators through a new innovative metric to analyze education performance data Prepared memoranda that analyzed every states’ compliance in providing report cards containing mandated data collection and metrics in accordance with the No Child Left Behind mandate 	
2007–2010	TEACH FOR AMERICA – Ilima Intermediate School <i>Teacher/ Corps Member</i>	Ewa Beach, HI
	<ul style="list-style-type: none"> Led students to achieve 85% mastery of their individualized reading and math learning objectives Managed caseload of 10-15 students with mild-to-moderate disabilities and provided special services under inclusion classroom model Advised student Civic Club to organize and execute community-service projects and fundraisers for annual trip to Washington, D.C., New York City, NY, and Gettysburg, PA Selected as a 2010 Political Advocacy & Leadership Initiative (PALI) fellow through Teach For America to work at the Center For American Progress 	

LEADERSHIP EXPERIENCE

Oct. 2010– Present	PARENTS FOR PUBLIC SCHOOLS HAWAI‘I <i>Board Member</i>	Honolulu, HI
	<ul style="list-style-type: none"> Collaborates with parents, students, and stakeholders across Hawai‘i through activities and meetings to promote involvement in policy recommendations relating to Hawai‘i’s public school system Operates online social media platforms to develop effective communication between communities and schools to further encourage accurate media representation of Hawai‘i’s public education 	
July 2011– May 2012	ADVOCATES FOR PUBLIC INTEREST LAW (APIL) <i>President of Student Board</i>	Honolulu, HI
	<ul style="list-style-type: none"> Spearheaded organization’s efforts to educate students and the legal community about opportunities in public interest law and provided monetary grants to students and alumni to serve underrepresented persons Collaborated with student board to organize and ran a year-long calendar of events and fund-raisers, including the annual Pro Bono Fair, Gala Auction, and Run For Justice 	

- Wrote grants on behalf of APIL to the Hawai'i Justice Foundation to fund student summer stipends at public interest

June 2011–
Nov. 2012

MANOA NEIGHBORHOOD BOARD DISTRICT 7

Honolulu, HI

Vice Chairman

- Convened with community members, police officers, firemen, state and local elected officials during monthly meetings to address community concerns and updates involving safety, health and wellness, traffic management, public facilities maintenance
- Prepared monthly board financial statement for board meetings

2002–2006

JOHNS HOPKINS FOOTBALL TEAM

Baltimore, MD

Quarterback & Team Captain

- Four year letterman, four time Centennial Conference Champions, All-Conference Quarterback 2004 & 2005
- Nominated Captain senior year by team and coaches; led team to first ever NCAA tournament appearance in school history

LICENSURES AND AFFILIATIONS

- Hawai'i State Bar
- United States District Court for the District of Hawai'i
- Hawai'i State Bar Association
- American Bar Association

Exhibit 4: Board Member Information Form

Board Member Information


To be completed individually by each Applicant 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: DreamHouse
2. Your Contact Information:

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.
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 am approaching this responsibility not only as a former teacher and educator but as a parent whose children attend school in the very community we hope to serve. I want to

be involved in a school that works to affirm student's identity and equips them with the skills and knowledge needed to identify their role in the community and to create the positive change needed from our communities future leaders.

6. What is your understanding of the appropriate role of a public charter school governing board member?

I have not served on a board before, but from discussions with our more experienced board members I understand our role to be:

- Supporting local governance of the school's academic, community-based - organizational, and financial aspects;
- To help ensure that all school operations align with the charter;
- To ensure instructors have the resources for strong educational program delivery to students and the community;
- To actively partner with school management to listen to participant voice and troubleshoot, support, and sustain the school;
- Advocating for the best interest of the school in all public communication.

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 six years teaching experience
- I worked as a teacher mentor in Teach For America's certification programming mentoring first year teachers
- I participated in the Emerging Leaders program with New Leaders for New Schools
- I have non-profit experience with Teach For America from 2012-2015

8. Describe the specific knowledge and experience that you would bring to the governing board.

I can offer knowledge and experience in classroom instruction and teacher leadership. I also have organizational experience in operations, human resources and creating systems and processes.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys

2. What is your understanding of the school's proposed academic plan?

Academic excellence, leadership and college and career readiness for students with a unique Pacific identity in Ewa Beach, Hawaii is the goal of the proposed academic plan:

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations as outlined in national Common Core and state standards for college and career opportunity and success;
 - 21st Century Skills - developing a culturally-responsive set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Academic Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) provide the foundation of all school operations;
- The plan will be contextualized for Hawaii as well to highlight place-based learning opportunities so students see the relevance of schooling to their lives;
- Teaching, curriculum, assessment, instructional methods, and the learning environment will be centered on student inquiry, problem-solving and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

As a former elementary school teacher and teacher leadership mentor, I summarize the characteristics of a successful school as academic excellence, setting and maintaining high expectations in all facets of the school, offering the supports needed for success, and an inherently inclusive nature – inclusive of the voices of students, teachers, community partners and parents. These overarching themes support the following characteristics of a successful school:

Academic Excellence:

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Setting high expectations for both academics and behavioral expectations

Supports:

- Students who feel supported to learn at their own developmental readiness pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Strong professional development opportunities for teachers that ensure that everyone at the school is on the same page and equipped with the skills necessary to ensure success
- Supports for families and community members that allow them to understand, support and influence the vision of the school and its students

Inclusivity:

- Adults who care for and empower students to think critically for themselves;
- Adults who care for, support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?
 - The school is adhering to its charter with organizational integrity;
 - Components from the academic plan are being actualized;
 - Data is consistently collected, analyzed, and shows that students are being prepared for college and career readiness
 - Community and student voice is welcome and guides the direction and trajectory of the school ;
 - A community-based school promotes culturally-responsive identity and leadership;
 - Financially, the school adheres to state performance standards and is a responsible steward of resources;

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board exists to advise leadership in how to best support students, teachers and administration at the charter school to specifically:
 - Support local governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director and administrative teams;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;

- Uphold alignment to the charter;
 - Ensure support for teacher to facilitate strong educational program delivery to students and the community;
 - Offer strategic planning to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission and community stakeholders as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have a diverse cohort of 100 students that is reflective of the Ewa Beach community;
 - We will have 100 new students for year two drawn fairly from a lottery;
 - We will have appropriate physical facilities in place for the second year;
 - Expand teacher hire necessary to teach 6th and 7th grade as outlined in growth model;
 - Fundraising goals will have been met for the year;
 - Our charter plan will be actualized across academic, organizational, and financial areas;
 - Academic goals realization;
 - Families and communities will feel invited to offer perspectives and help develop solutions;
 - Student perspective and retention will be valued;
 - School and community partnerships will be strong;
3. How will you know at the end of five years if the school is successful?
- There will be 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - Active and intentional teacher recruiting pipeline, strong staff retention and full staff;
 - Stakeholder demographics include full school and non-profit boards with diverse members from across the community;
 - A positive growth financial position as indicated by Commission metrics;
 - A renewed charter status;
 - Strong partnerships with community organizations and institutional entities in the area and islands;
 - Physical facility;
 - Sustainable with per pupil government funds;
 - Strong student retention;
 - The educational plan exhibits academic growth, students exceeding goals, and teachers supporting the model and school;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Exhibit community representation and diversity with experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, staying current with best practices to support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain informed and engaged in all aspects of the operation and growth of the school;
 - Listen to participants' perspectives and be responsive with care, empathy and action.
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?
- Document the actions in question.
 - Refer to discrepancies between documented member actions and bylaws and raise questions internally to board chair and school director;
 - Meet with board president, school director, and members concerned to problem solve;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in determining arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;
 - If questionable, but not damaging, work with individuals, board chair, and school director to make a plan of restitution recovery, growth steps, and a vision for success.

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

I know Jacob Karasik as a fellow Teach For America Corps member, former co-worker and friend.

I know Alex Teece as a fellow Teach For America Corps member, former co-worker and friend.

I know Meilan Akaka as a fellow Teach For America Corps member, former co-worker and friend.

I know Zack Dilonno as a fellow Teach For America Corps member, former co-worker and friend.

I know Ed Kaukani as a fellow Ewa Beach community member.

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 such employees ☒ Yes

I know Alex Teece as a fellow Teach For America Corps member, former co-worker and friend.

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 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 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, Lissette Roman, 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.

Lissette Roman
Signature

2/4/16
Date

LISSETTE ROMAN



EDUCATION

Touro University

Las Vegas, NV

Master of Arts in Education May 2010

- GPA of 3.98 graduated *summa cum laude*

Metropolitan College of N.Y.

New York, NY

Bachelor of Professional Studies/Human Services, May 2005

- GPA 3.97 graduated *summa cum laude* and top of my class

Named in Who's Who Amongst Students in American Universities and Colleges, Dean's List from 2001-2005

Emerging Leaders Program

Honolulu, HI

- Led a team of teachers through a data-driven instruction cycle
- Worked with a team of teachers to set a vision for student achievement
- Intentionally and rigorously used data to drive classroom instruction
- Observed and gave coaching feedback to teachers; assisted teachers in creating a corrective instruction plan

PROFESSIONAL EXPERIENCE

Hawaii Theatre Center

Honolulu, HI

Operations Director

6/15-Present

- Successful in creating and implementing departmental policies and procedures resulting in 42% increase in data quality
- Spearheading an education initiative to create summer camp and after school programming for at risk youth
- Monitor performance benchmarks to ensure departments are on track to meet their annual goals
- Play a significant role in long-term planning, including an initiative geared toward operational excellence
- Project manager providing strategic thinking, project planning, and monitoring for Sales Force data conversion
- Train staff on collecting and analyzing data to inform decision making
- Synthesize, analyze and manage data and reports on Patron Manager for multiple teams and the President

Teach For America

Honolulu, HI

Instructional Mentor/Operations Specialist

9/12 -6/15

- Planned and executed regional events resulting in 95% satisfaction rate from participants and staff
- Wrote and managed AmeriCorps grant resulting in \$150,000 in funding
- Provided one on one and small group support to eighteen first year teachers aligned to Alternative Route to Certification requirements
- Analyzed and graded all Alternative Route to Certification assignments for first year teachers
- Assisted with data organization and analysis and helped develop strategies for intervening with students experiencing difficulties
- Worked closely with teacher on improvement plan resulting in three levels of growth on Teaching as Leadership rubric and full completion of the program

Read Aloud America

Honolulu, HI

Program Specialist**8/12 – 4/13**

- Prepared and analyzed weekly program data and reports geared to assess parent engagement following RAP program
- Used data to create parent and student engagement sessions increasing RAP attendance from an average of 200 participants to 350 in one semester
- Compiled and analyzed end of semester data; compiled end of program reports for grant purposes
- Developed operating procedures and work flows for each program

Assets School

Honolulu, HI

Second Grade Teacher**10/11 - 8/12**

- Designed and implemented rigorous, differentiated second grade language arts and math curricula to meet the learning needs of students with learning differences
- Attained a class average of 1.8 years growth in math and 1.5 years growth in reading in one school year
- Created individualized education and behavior plans for six second graders with learning differences

Achievement First Charter Network

Bridgeport, CT

Leader Fellow/Math Department Head

8/10 – 7/11

- Reached the ambitious goal of all students achieving 90% success on all kindergarten Math standards
- Developed math instructional curriculum in collaboration with the principal
- Analyzed school wide data in order to design responsive student interventions
- Designed and implemented systems and policies for attendance, entry, class transitions, dismissal and homework in collaboration with the leadership team
- Partnered with teachers to create individual plans for students with learning challenges and tracked progress to goals
- Led recognition assemblies, parent workshops, family and community service events and other school-wide-culture building activities

Teach For America/Las Vegas Public Schools**Las Vegas, NV**Second Grade Chair/1st & 2nd Grade Teacher**7/06 – 7/11**

- Designed & implemented rigorous, differentiated second grade curricula to meet the learning needs of all students
- Achieved an average of 1.8 years growth in reading and 87% mastery over all second grade math standards
- Coached two kindergarten teachers, establishing areas for growth which resulted in 75% of teachers achieving success on all their professional development goals
- Designed and presented professional development workshops on the Six Writing Traits to a group of 20 teachers
- Worked in collaboration with teacher team to create and implement rigorous supplemental math curriculum resulting in 85% mastery of second grade math standards

SKILLS AND INTERESTS

- **Languages** – Proficient in Spanish
- **Technology** – Expert in Microsoft office, Google Drive

Exhibit 4: Board Member Information Form

Board Member Information


To be completed individually by each Applicant 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:
DreamHouse
2. Your Contact Information:

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.
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 that students deserve an environment that helps them grow and equips them to pursue their dreams with confidence. I believe the vision for DreamHouse will create this kind of environment for kids and that my experience will help guide that effort.
6. What is your understanding of the appropriate role of a public charter school governing board member?

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - To uphold faithfulness to the charter;
 - To ensure strong educational program delivery to students and the community;
 - To actively partner with school management to troubleshoot, support, and sustain 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.

Teaching Experience: Navajo Pine High School, 2009-2011
 Nonprofit Experience: Teach For America Hawai'i 2011-2015

8. Describe the specific knowledge and experience that you would bring to the governing board.

I taught high school social studies from 2009 to 2011 at Navajo Pine High School on the Navajo Nation in New Mexico. During my time at NPHS I co-led the school's literacy team, sat on the school's leadership team, and sat on the school's Parent Engagement team. In addition, I ran the student council and thus was responsible for organizing all school events outside of sports and graduation. This experience gives me invaluable insight in working at a Title I school (100% FRPL), managing change at school in restructuring, and enriching student's lives through extracurricular activities despite a significant lack of resources both at the school and in the community.

Moreover, after leaving NPHS I worked at Teach For America Hawai'i for four years where I served as both the Manager of Alumni Affairs responsible in part for teacher retention efforts and as Manager of External Affairs where I worked on donor and community engagement as well as development. These roles gave me valuable insight into the struggles that teachers face in Hawai'i, how to retain teachers, how to engage a support base, and how to raise the funds necessary to keep a non-profit moving forward.

These experiences lend me the ability to advise on both pedagogical decisions and fiscal decisions.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they

are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan?

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

3. What do you believe to be the characteristics of a successful school?

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;

- Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
 - Components from the previous list will be happening;
 - Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
 - Academic results are growing, trending upward, and surpassing goals;
 - Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
 - Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
 - Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.
- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold faithfulness to the charter;
 - Ensure strong educational program delivery to students and the community;
 - Offer strategic guidance to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;
 - We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
 - We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
 - Families and communities will offer positive praise as to our welcoming, open culture;
 - Students will want to come back for the next year;

- We will have actively partnered with fellow DOE schools in the complex;
3. How will you know at the end of five years if the school is successful?
- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
 - We will have an active teacher recruiting pipeline and full staff;
 - We will have full school and non-profit boards with diverse members from across the community;
 - We will have a growing and sustainable financial position as indicated by Commission metrics;
 - We will have renewed our charter application;
 - We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
 - We will be in a permanent facility;
 - We will be fully sustainable on per pupil and government funds;
 - Our students will stay with us as we grow;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
- Grow with diverse, experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain engaged in the operation and growth of the school;
 - Continue to engage in the local educational and charter landscape evolution;
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?
- Refer to bylaws and raise questions to board chair and school director;
 - Meet with board president, school director, and members concerned;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;
 - If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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

I know Meilan Akaka as a Teach For America fellow corps member, as a former co-worker, and a friend.

I know Zach Dilonno as a Teach For America fellow corps member and a friend.

I know Lissette Roman as a Teach For America fellow corps member, as a former co-worker, and a friend.

I know Alex Teece as a Teach For America fellow corps members, as a former co-worker, and a friend.

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 such employees ☒ Yes

I know Alex Teece as a Teach For America fellow corps members, as a former co-worker, and a friend.

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 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 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, Jacob Karasik, 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

29 January 2016

Date

JACOB KARASIK



I want to work at the intersection of design and social good.

My varied experiences play an important role in how I approach problems. As a former teacher and alumni affairs manager, I developed important skillsets that help me build strong teams. I bring experience in marketing and development that help get projects funded and off the ground. Finally, my formal design experience and a background in the humanities give me the tools to find the root of the problem and then design solutions that address the real need.



Work

2015-Present

Designer + Craftsman

Lyric Woodworking
Wahiawa, Hawai'i

- Designed and built custom furniture for commercial and private clients
- Created client facing shop drawings and sketches
- Managed marketing and outreach including the introduction of social media channels on facebook, pinterest, and instagram

2013-2015

Manager, External Affairs

Teach For America Hawai'i
Honolulu, Hawai'i

- Managed \$1.2m grant portfolio
- Conduct research and set strategy for stakeholder outreach
- Designed all regional collateral including introducing the first formal annual report which led to new foundation grants

2011-2013

Manager, Alumni Affairs

Teach For America Hawai'i
Honolulu, Hawai'i

- Led teacher retention strategy resulting in 68% alumni teacher retention for 3rd year - a 23% increase over previous year and highest since 2007
- Led alumni engagement strategy including in-person gatherings, alumni fundraising, alumni volunteering, and leadership development.

2009-2011

History Teacher,

Navajo Pine High School,
Navajo, New Mexico

- Led 100+ high school students in exploring history through critical questioning resulting in a 13% increase in proficiency on state tests in social studies
- As member of school leadership team, set new policies and designed professional development leading to a 2% increase in attendance giving NPHS the best attendance rates in the district in 2010-2011

Education

2009

BA, History

Loyola University Chicago

Magna Cum Laude, History Department Honors

Skills

- **Excel/Office**
- **Photoshop**
- **Illustrator**
- **InDesign**
- **SketchUp**
- **National Registry certified EMT**
- **American Heart Association certified Basic Life Saver**

Public Service

- **Founding Board Member**
DreamHouse Inc.
Ewa Beach, Hawaii
- **Medic**
US Army Reserves
100/442 IN BN

Attachment V – Governing Board Code of Ethics and Conflict of Interest Policy

The purpose of the conflict of interest policy is to protect DreamHouse’s (the “school”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a school board member or director 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 nonprofit and charitable schools.

Article I

1. *Interested Person.* Any school board members, principal officer, or member of a committee with governing board delegated powers, which 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, other than de minimis, 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, other than de minimis, 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.

Article II

1. *Duty to Disclose.* In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the school board and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. *Determining Whether a Conflict of Interest Exists.* A financial interest is not necessarily a conflict of interest. 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. 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. A conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the school to an school that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.
3. *Procedures for Addressing a 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 board members 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 III

1. *Records of Proceedings.* The minutes of the governing board and all committees with board delegated powers shall contain:
- a. 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;
 - b. 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 IV

1. *Compensation.*
- a. 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;
 - b. 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;

- c. A 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 V

1. *Annual Statements.* Each school board member, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy;
 - b. Has read and understands the policy;
 - c. Has agreed to comply with the policy;
 - d. Understands the school's charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI

1. *Periodic Reviews.* To ensure the school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
 - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining;
 - b. Whether partnerships, joint ventures, and arrangements with management schools conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII

1. *Use of Outside Experts.* When conducting the periodic reviews as provided for in Article VII, the school 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.

W. Advisory body member's resume and professional biography

A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as Attachment W (no page limit). The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including 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.

At this point in time, DreamHouse does not have any official, active advisory bodies. The proposed Community Council, as described in the organizational chart, will begin development in the fall of 2016, and more specifically the spring of 2017 with support of the Leadership Support Team and engaged parents and community members.

X. School-Specific Measures Template

If already developed, School-Specific Measures, provided as Attachment X (no page limit) and using the School-Specific Measures Template (Exhibit 5), that propose reasonable assessments that are aligned with the Academic Plan.

School-specific measures will be further developed by Leadership Support Team in spring 2017; as of Spring 2016, performance metrics are aligned with the August 2015 Contract Renewal Process Guidelines from Hawai'i Charter Commission.

Attachment Y - Admission and Enrollment Policy

In line with the admission (lottery) policy, the admission and enrollment timeline and process is below. As mentioned, this policy is subject to change and revision to better serve our community and families as we grow and evolve as a school; any proposed revisions will be provided to the Commission and clearly communicated to families and the public.

(#) Step	Date (annually)
(1) Enrollment forms available and families welcome to submit form to DreamHouse	November 1 st
(2) Enrollment forms must be in	5PM, final business day in February
(3) Lottery	March (exact date TBD)
(4) Announcements to families	Lottery date + 1 week
(5) Deadline to confirm enrollment	Lottery date + 3 weeks
(6) Enrollment and matriculation period begins as soon as enrollment is confirmed*	Lottery date + 3 weeks

** Enrollment and matriculation procedures, events, and dates will be determined during the planning year and clearly communicated to families prior to the lottery.*

Enrollment Forms - Enrollment forms will be made available in English, Tagalog, and other languages that are appropriate or requested. We will begin accepting enrollment forms online and in hard copy (via mail or in person) on November 1 of each calendar year, or on the first business day following November 1 if that date falls on a weekend. We will accept enrollment forms until 5PM on the last business day in February.

If by the enrollment deadline the number of forms received is less than the number of seats available, all applicants will be accepted and enrolled in the school, and we will return to recruitment strategies to engage more families and students to round out the cohort. Subsequent enrollment forms will be accepted on a first come, first served basis until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be placed on a waiting list.

When forms are submitted, appropriate personnel (operations manager, school director) will input information into an online spreadsheet and file hard copies internally and centrally. We will share this form with our board chair and make available to the Commission as necessary. This form will have information including demographics and other information acceptable by state law, and will maintain active record of enrollment timing, number of applicants, from where applicants are applying, etc.

As outlined in the first part of this section, we will follow the academic calendar for our initial student recruitment and engagement. Please refer to that section for additional detail.

Admission Plan (Lottery)

As a non-sectarian, tuition-free public school, DreamHouse will admit all grade-level eligible pupils who wish to attend up to the school's capacity (100-student cohorts per year), in accordance with Hawai'i State Law. DreamHouse will be a school of choice – no student will be required to attend DreamHouse over the objections of his/her legal guardian. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. With specificity to Ewa Beach, Fort Weaver Road will not determine geographic eligibility for grades 6, 7, and 8.

DreamHouse shall abide by Hawai'i State Law and shall not charge tuition, nor discriminate against any pupil on the basis of ethnicity, national origin, gender, religion, disability, scholastic aptitude, or prior academic performance.

Children must meet be rising 5th to 6th graders upon enrollment at DreamHouse.

The specified cohort number per grade is 100 students, beginning with a 6th grade cohort of 100 students for the 2017-18 academic year. The year 1 lottery will be held to select this founding 6th grade cohort.

Admission Process - If the number of students who wish to attend DreamHouse exceeds the school's capacity, enrollment, except for existing students (which in year 1 will be zero), shall be determined by a public random drawing ("lottery").

Public Random Drawing - The drawing will occur annually, in March, in a public space large enough to accommodate all interested families.

Students currently attending the school will be exempt from the lottery and granted continued enrollment up to the school's capacity. Siblings of current students will be exempted from the lottery and granted enrollment up to the school's capacity and within reason (e.g. if multiple children have an extremely high number of siblings, our school, board, and Community Council will engage in a transparent resolution to ensuring an integrated, diverse student population that abides to this charter, Commission guidelines, and state law).

Children who are exempted from the lottery as stated above will be assigned numerical values (i.e. seats in the cohort) before names of children without exemption are drawn.

Drawings will be conducted for each grade in which there are fewer vacancies than pupils interested in attending; March 2017 will only feature a drawing for the 2017-18, 6th grade cohort of 100 students. All drawings shall take place consecutively on the same day in a single location. During the course of the drawing, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level (i.e. the next available seat in the cohort). If there is not a vacancy in the

appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

While the drawing will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow-up phone calls will be made within one week of the lottery.

Enrollment in the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waiting list in order according to their numerical rank (numerical rank being the order in which names were selected). Any families who decline admission or who fail to confirm within three weeks of the lottery would lose their position to the next name on the waiting list (this gives DreamHouse one week to send notification and families two additional weeks to confirm; exceptional circumstances of missed communication will be dealt with by our board in partnership with the Commission).

The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student withdraws or is expelled from the school, that seat will be offered to the next student on the waiting list; if the waiting list does not fill vacancies, seats will be drawn at the March lottery.

Enrollment forms received after 5PM on the enrollment deadline date will be marked with the date and time of receipt and will be added after the last name on the waiting list on a first come, first served basis.

The drawing will be officiated by a neutral party, preferably a respected public figure from the community. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s) applying for admission the same year. The name on each card will be read as it is placed into a container or drawing device that will randomly mix the cards. The person officiating the drawing will draw the cards one at a time and read the name on the card. As each card is pulled, the child's name will be posted visibly on a display in the order it was drawn. Names will be given a numerical ranking based on the order they were drawn. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will also be recorded in an electronic database. The first 100 drawings will be the initial cohort, with additional names being added to a waiting list.

The school may refine the drawing policies and procedures in accordance with written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's admissions efforts, will be provided to the Commission within 45 calendar days of the approval by the charter school governing authority and prior to the enrollment period of the year in which the revised drawing policy will be implemented.

The school shall keep on file in the main office the following documents:

- Documentation of drawing procedures as defined in the school's charter and any subsequent policy or policies approved by the school board;

- Results of the public drawing, indicating ranking;
- The most up to date waiting list, including names that were added after the drawing, including contact information for each student.

Pre-Admission (prior to the lottery and acceptance) - As detailed in the recruitment in marketing component of this section, we will actively be in the community sharing with families and community members the vision, mission, purpose, and program of DreamHouse. Proposed activities are as follows:

Activity	Time	Purpose	Explanation
Information Sessions	Monthly	Information	Information sessions will be monthly from Nov-Mar, opening space for parents, families, community members, and educators to come and hear about DreamHouse, ask questions, and engage in dialogue around the school.
Canvassing	Fall, Spring	Outreach	Our leadership support team and founding board members will walk the neighborhoods and canvass; we will knock on doors, engage with people locally, and market DreamHouse.
Booths / Tabling	Monthly	Outreach	Setting up booths at shopping plazas, places of business, community events, sports, and churches will help provide another touch point and market DreamHouse directly to our target population.
Coffee Talk Stories	Bi-Weekly	Connection	Twice a month, as we have done, we will talk story sessions at a local restaurant, coffee shop, place of business, or home to engage in deeper conversation around the vision, mission, values, beliefs, and plan for DreamHouse.
One:one	As requested	Connection	Similar to talk stories, one on one meetings will allow for people to spend personal time with DreamHouse representatives, hearing about the school and how it is to serve Ewa Beach; this is the most personal, direct, and intimate marketing.

Pre-Admission to the School Year (post lottery admission) - Following the first lottery for the founding 6th grade cohort in March 2017, we will begin a four month orientation and welcoming sequence that will a) orient our new students and families to DreamHouse, b) build relationships with students and families and empower all as agents for the founding culture and trajectory of the

school, and c) set expectations and put students on a pathway to being ready for fall 2017 opening.

Component	Time	Purpose	Explanation
Admitted Family Open House #1	April	Welcome and align	Welcome families and set vision for the year; hear hopes for children; share timeline, contact information, and next steps.
Home Visits	May	Deepen relationship	Visit each and every home of children who will be part of the founding cohort of DreamHouse students; introduce Leadership Support Team members, any hired teachers, board members, vision, and various components of the school; engage students and family in pre-work and summer expectations to get ready for start of school (to be determined).
Founding Family Open House #2	July	Kick-off, community-building	Bring all families together again shortly before school begins to celebrate the start of a new year, a new school, a new community; vision, our trajectory, the work, and other important components are conveyed; families share hopes for the year, why they are here, and we begin DreamHouse together.



The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813

February 2, 2016

Dear Chairperson Payne and Members of the Commission,

I write to you today in support of the DreamHouse Ewa Beach Public Charter School proposal that is presented before you. The Ewa Beach Community, which I represent, has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. I feel that a multifaceted approach, including the addition of new schools, should be considered as part of the solution.

I continue to make it one of my highest priorities to work with the Department of Education to ensure that schools like James Campbell High School are given the necessary funding and infrastructure to tackle the student overpopulation. I am hopeful that projects like the planned new building at James Campbell will help bring needed relief.

That being said, I am also supportive of looking at alternative ideas like the DreamHouse charter school which plans to serve 700 students from 6th to 12th grade. The school will focus on children in and around the Hau Bush area with emphasis on developing leadership skills with respect to their culture and heritage. Their mission statement, "Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders..." speaks to the applicants core values and sincerity in educating our keiki. I believe that an additional school in the Ewa Beach area, whether district or charter, will help reduce the strain on the existing facilities.

Thank you for your consideration of this proposal in light of the very pressing needs of my community. Should you have any questions, please feel free to contact me.

Mahalo,

Will Espero, Vice-President
Hawaii State Senate



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

MATTHEW S. LOPRESTI, Ph.D.
STATE REPRESENTATIVE – DISTRICT 41

January 25, 2016

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

Dear Commissioners,

I urge you to support the DreamHouse Ewa Beach application. Ewa schools are incredibly over crowded, and our community is growing at a rapid rate. As more families continue to move to the area, James Campbell High School is projected to enroll 3,600 – 3,800 students by the 2018 school year – in a facility designed for 2,000 students. DreamHouse has plans in place to begin enrollment in 6th grade, and add a grade and 100 more students each year, with enrollment open to all Ewa Beach families. A charter school in the area would go a long way to alleviate some of the overcrowding and capacity issues rampant in Ewa schools.

DreamHouse's central tenant is based on an understanding that all students can achieve at the highest level if they are given the right tools and support. Children growing up in poverty have equal potential and ability as their more affluent peers and deserve a quality learning environment. The school's mission focuses on enabling children to have a positive impact on their community by equipping students with leadership skills. Additionally, DreamHouse is developing a summer program and extracurriculars to keep children engaged in the community outside of school as well.

Please support the DreamHouse Ewa Beach application. Ewa's students – Hawaii's future – deserve nothing but the best opportunities.

Sincerely,

Matthew S. LoPresti, Ph.D.
HAWAII STATE REPRESENTATIVE, DISTRICT 41
EWA, EWA BEACH, EWA GENTRY, EWA VILLAGES,
HOAKALEI & OCEAN POINTE

STATE REPRESENTATIVE MATTHEW LOPRESTI, Ph.D.

415 S. Beretania Street, Room 328 | Honolulu, Hawaii 96813

Phone: (808) 586-6080 | Fax: (808) 586-6081 | Email: replopresti@capitol.hawaii.gov
www.capitol.hawaii.gov



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

To: Commissioners, State Public Charter School Commission
From: Takashi Ohno, State Representative
Date: February 18, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Aloha Commissioners,

I write this letter of support for DreamHouse, the proposed public charter school in Ewa Beach. Population growth has put tremendous pressure on the Campbell-Kapolei complex, and DreamHouse, a locally governed, school of choice within Ewa Beach, would be a great benefit.

Additionally, I support the proposed model of the school. The applicant group and respective partners has been working for years within the community to learn from community members. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawaii. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures.

Lastly, I support the members of this applicant team given their experience and commitment to the Ewa Beach children and families. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping the ways in which they guide this initiative.

Thank you for your time and consideration.

Takashi Ohno
State Representative
Hawaii State Legislature

Representative Takashi Ohno, District 27
Liliha, Puunui, Alewa Heights, Nuuanu
Hawaii State Capitol, Room 332 / Honolulu, HI 96813
Phone: (808) 586-9415 / Fax: (808) 586-9421 / Email: repohno@capitol.hawaii.gov



HOUSE OF REPRESENTATIVES
STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

February 10, 2016

Dear Chairperson Payne and Members of the Commission,

I write you today in support of the team building the Public Charter School "DreamHouse", a 6-12 school to serve the children and families of Ewa Beach. The Ewa Beach Community has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. This is where DreamHouse comes in.

The applicant group and respective partners has been working for multiple years within the community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of community members, families, and children. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's' culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawai'i.

Thank you for your consideration of this team, vision, and potential future option for the children of Ewa Beach. Should you have any questions, please feel free to contact me.

Mahalo,

Representative Jarrett Keohokalole
Hawai'i State Representative | District 48

Proudly serving District 48

Representative Jarrett Keohokalole
District 48-Kāneohe, Kahalu'u, Waiāhole
415S. Beretania Street, Room 310
Honolulu, Hawaii 96813/ (808)586-8540
repkeohokalole@capitol.hawaii.gov

Michael J. Chun, PhD

February 1, 2016

State Public Charter School Commission

1111 Bishop Street, Suite 516
Honolulu, HI 96813

Aloha e Commissioners,

This letter is submitted in support of the proposed public charter school, DreamHouse, designed to serve the children of Ewa Beach, O`ahu. As you are aware, population growth and residential development have brought tremendous pressure to the Campbell-Kapolei school complex, with schools enrolled over capacity and human and financial resources limited. While alternative educational models can help to relieve this pressure, efforts to launch these initiatives have been met with significant headwinds. One option that can serve Ewa Beach community well is a locally governed, public, school of choice, which currently does not exist. DreamHouse is intended to address this need and fill this void.

DreamHouse is the result of discussion and conversation within the Ewa Beach community over a period of several years involving the applicant group and respective partners. The voices, concerns and dreams of community members, families and children have informed the vision of DreamHouse and the instructional model being proposed. This vision is centered on identity and leadership, affirming and empowering children to be leaders committed to their local community and island home. The model brings children's culture and heritage into the classroom, providing a foundation for leadership development and for helping children to raise their aspirations, realize their dreams and embrace the values of their ancestors. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures. As one whose career focused on culture-based education, I fully understand the role it plays in raising aspirations amongst those who are most in need. Before young people can see what they can be, they need to know who they are first. Dreamhouse integrates this approach and is why I am strongly supportive of the educational model its leaders are proposing.

The success of any innovative and forward-looking endeavor requires experience, passion, commitment and teamwork. I am confident of DreamHouse's success because all four attributes are found in abundance within the team that is submitting this

Post Office Box 30791, Honolulu, Hawai'i 96820 michaeljchun@gmail.com

proposal. The team members represent a diversity of skill sets, socioeconomic backgrounds, interests and cultures. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping this initiative. Collectively, they bring the kind and level of experience, passion, commitment and teamwork the children, families and community of Ewa Beach deserve and need.

Thank you for your time and consideration and please reach out with any questions you may have.

Michael J. Chun, PhD
President and Headmaster, Retired
Kamehameha Schools



To: Commissioners, State Public Charter School Commission
 From: Buffy Cushman-Patz, School Leader and Founder
 Date: February 10, 2016
 Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support for the proposed public charter school, DreamHouse, and its leadership team. As you know, I have been in the same shoes as this group of passionate educators in the not too distant past. I know the hardships they're already facing and the long road of challenges ahead of them. I have clearly expressed those to them. And they're still all-in (read: crazy?), as was I when I was in their shoes. I believe that this team has the capacity to make a successful school, but more than that I think that this team and this school will contribute positively to the charter landscape in Hawaii.

Two years ago, this founding team--which has expanded, but still has the same core of educators involved--invited me to pau hana to chat with them about my school and my experiences. They listened intently to everything I said, and allowed me to push them with very difficult questions (including: *why* do you think it's so important that every kid goes to college? What's driving this school's vision?). They followed up with all the proper etiquette of thank you notes and such (and those things matter in this world, they really do), but more importantly they took my probing questions and challenges to heart, pushing themselves to think deeply about and work to clarify and solidify their vision and mission.

This team has stayed connected with SEEQS and with me over the last three years, in all kinds of important ways. Alex Teece served for several months on the development committee of our Governing Board. Meilan Akaka brought the Values Based Leadership cohort from Teach for America to spend an entire day at SEEQS to observe. Zach Dilonno and I have stayed professionally connected. They are paying close attention, doing all the right research, and digging in deeply.

One of the things I shared with the group at pau hana that day was the impact and critical preparation the School Leadership program at the Harvard Graduate School of Education had provided for me. The focus on genuine *leadership*--not administration--was what has enabled so much of the hard work I've been involved in. Listening. Collaboration. Courage. Since it was the only program in the country I had found, and it had such a strong impact on me and my ability to do this hard work, I recommended it for Alex. When he applied the next year, I provided my recommendation for it. When he came back during the holidays this year, we reconnected about all the goings-on in both Honolulu and Cambridge.

I believe that this leadership team has the capacity and drive to make another strong public charter school in Hawaii. And they can provide a school of choice in an area where schools are over capacity and resources are limited.

I pledge my support for this team, not just now, but also in the start-up and implementation processes. I will continue to be a resource and , and to share as much as I can about what SEEQS has learned during our early years. I pledge to pay it forward for all the support that I've gotten in our startup years.

Mahalo for your time and consideration.

Aloha,

Buffy Cushman-Patz
 SEEQS Founder and School Leader

January 29, 2016

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

Re: DreamHouse Ewa Beach Public Charter School

Dear Commissioners:

I am writing in support of the proposed DreamHouse Ewa Beach Public Charter School. The School, if approved, would meet a critical need for Ewa Beach families and students. I am confident of the School's success because of the involvement of Meilan Akaka, Zach DiIunno, and Alex Teece as board members.

I met Meilan Akaka in Washington, DC, in meetings with White House and U.S. Department of Education officials. Meilan drew upon her experiences as a Native Hawaiian woman in articulating the importance of incorporating cultural values in classroom lessons, then eloquently tied her personal story to specific policy objectives. She was purposeful and articulate—a voice that made others stop and listen. She was also inclusive and collaborative, drawing insight and commentary from all corners of the room. It was a pleasure to see her advocacy in action and I have been lucky to work with her on other projects over the last two years. With each project, I re-confirm my unwavering faith in her abilities.

I have known Zach DiIunno as a teacher, law student, and attorney. In each role, his work ethic, confidence and will inspired achievement by others. As a teacher, his students worked hard for him; as a law student, he led his fellow law students in fundraising for public interest projects. Now, as a private practice attorney, he sets an example through his diligence and advocacy. His hard work and determination make him a leader and role model; his willingness to share the fruits of his success lifts those around him.

I first worked with Alex Teece when he served as the Director of External Relations for Teach For America Hawaii. Alex was charged with answering questions about Teach For America raised during a series of meetings. Even as he produced granular details and statistics, Alex maintained a high-level perspective and used his role to shape the direction of the discussion. He impressed me not only with his preparation and organization, but also his steady demeanor throughout the project. We were successful because of him.

Seventeen years ago, I helped to open Paul Junior High Public Charter School as the first “conversion” charter school in Washington, DC. I know first-hand the organizational, coordination, and outreach challenges faced in building and sustaining a successful school. I know that meeting these challenges requires exceptional leaders. And I know that Meilan, Zach, and Alex are perfectly suited for the task.

Sincerely,



Trever K. Asam
Partner

C S



Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

February 7, 2016

To: Commissioners, State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I am writing this letter in support of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. Having been a teacher in Ewa Beach, I have seen first hand the tremendous strain that population growth, development, and resource scarcities have put on the Campbell-Kapolei complex. Our schools are over capacity. I taught writing to as many as 39 students per class - with class sizes regularly between 34 and 36 (in a classroom in which temperatures regularly reached 85 to 90 degrees). Furthermore, although students receive only one class that specifically focuses on writing, they were provided no computers and had to hand-write many assignments and papers, leaving them without the basic technology literacy skills that they need to succeed beyond the twelfth grade. Unfortunately, despite these challenges and shortcomings, there exist no other public school option within Ewa Beach.

I have known the the applicant group and respective partners for almost eight years and have seen the way they have actively reached out to the local community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of the community members, families, and children of Ewa Beach. The DreamHouse Ewa Beach vision is centered on empowering student identities and inspiring leadership within them. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development. This model is especially important for the children of Ewa Beach in pre-development neighborhoods that regularly experience higher levels of poverty. These students face increasing challenges to their sense of belonging in an area in which they have deep family roots. These are the children DreamHouse aspires to serve, inspire, and empower.

The members of this applicant team exemplify the necessary experience, passion, and commitment to make this school a treasure within the community. Some are born and raised in Ewa Beach; some send their kids to public schools there; some serve or have served in leadership roles in Ewa Beach public schools. Their differentiated talents in leadership, legal research, fundraising, and school founding contribute greatly to their ability and promise to bring something transformative and life changing to the children of Ewa Beach.

Mahalo nui loa for your time and consideration and please reach out with any questions.

Sincerely yours,

Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

Attachment AA. Proof specific facility secured (Criterion III.G.2.a)

Facilities Options and Profiles

Based on the due diligence, resident knowledge, and research our applicant team, we have arrived at the following spectrum of facilities options:

Probable (TIER I)	Possible (TIER II)	Less Likely (TIER III)
These are the facility options that we see as the most likely pathway to opening a 100-student school during the 2017-18 year, and being able to build 100-student grades into the school over seven years; this section will cover all three phases of our development plans.	These options are possible, but not as clearly laid out, accessible, or near in terms of acquisition and development; they are possibilities, but this would be our second tier of options.	This last group contains lands and space that could be used to educate children, but these options would take much more work to develop and get ready for a school; they are included to show the range of analysis and consideration that went into this process.
Short-term: (1) Ewa Beach Community Park Center; (2) Ewa Beach United Methodist Church; (3) Ewa Beach Old Fire Dept. Long-term: (1) 91-603 Pohakupuna Rd.; (2) Ewa Beach Community Park; (3) UH West O'ahu	Short-term: (1) Ilima Intermediate, (2) portables on DOE land; (3) portables on Ewa Beach Community Park land; (4) Long-term: (1) Tokai International College; (2) Pu'uloa Playground; (3) Gentry, Haseko parcels	Short-term: (1) UH West O'ahu; (2) Tokai International College; (3) Kroc Center; (4) Aloha Community Church; (5) Ewa Beach Baptist Church; (6) Ewa Beach Church of Nazarene; (7) Our Lady of Perpetual Help Church Long-term: (1) 91-1309 Roosevelt Ave, Kapolei

Included with TIER I short- and long-term options is parcel information including location, size, structures (if applicable), cost, and headline strategy for development. We continue to work through local and national partners to conduct research, perform due diligence, establish strategic partnerships, and work effectively through existing channels to engage these land and facilities options.

TIER I Short-Term Probable Options

The following sites have been identified as potential facilities for our initial academic year with space and land to renovate, add portables, or temporary structures.

1. Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706)
2. Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)
3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)

Given each option, a series of factors will be considered as highly feasible, feasible, and less feasible; feasibility is relevant given our financial position, growth plans, and the status of the facility. We have determined feasibility ratings based on available research, site visits, market rates, and local knowledge.

1. Ewa Beach Community Park Center (Tier I, Short-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Current Use: community center, storage

Amenities: two floors (first floor ground level, elevator access to second floor), multiple rooms, second floor open space (capacity: 200), restroom facilities, parking

Projected Capacity: 200 students

Facility Need: renovation facelift, class partitions; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility		✓	
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
Owner and Parcel Information Print Owner Info				
Parcel Number	910010100000	Data current as of	January 11, 2016	
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name		
Location Address	91-955 NORTH RD EWA BCH	Plat Map	Plat Map PDF	
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map	
Land Area (approximate sq ft)	573,776	Legal Information		
Land Area (acres)	13.1721			
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 9,714,800	\$ 0	\$ 9,714,800	\$ 0	\$ 107,700	\$ 107,700	\$ 0	\$ 9,822,500	\$ 9,822,500	\$ 0

Appeal Information Print Appeal Info											
No appeal information on parcel.											

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	573,776	13.1721	

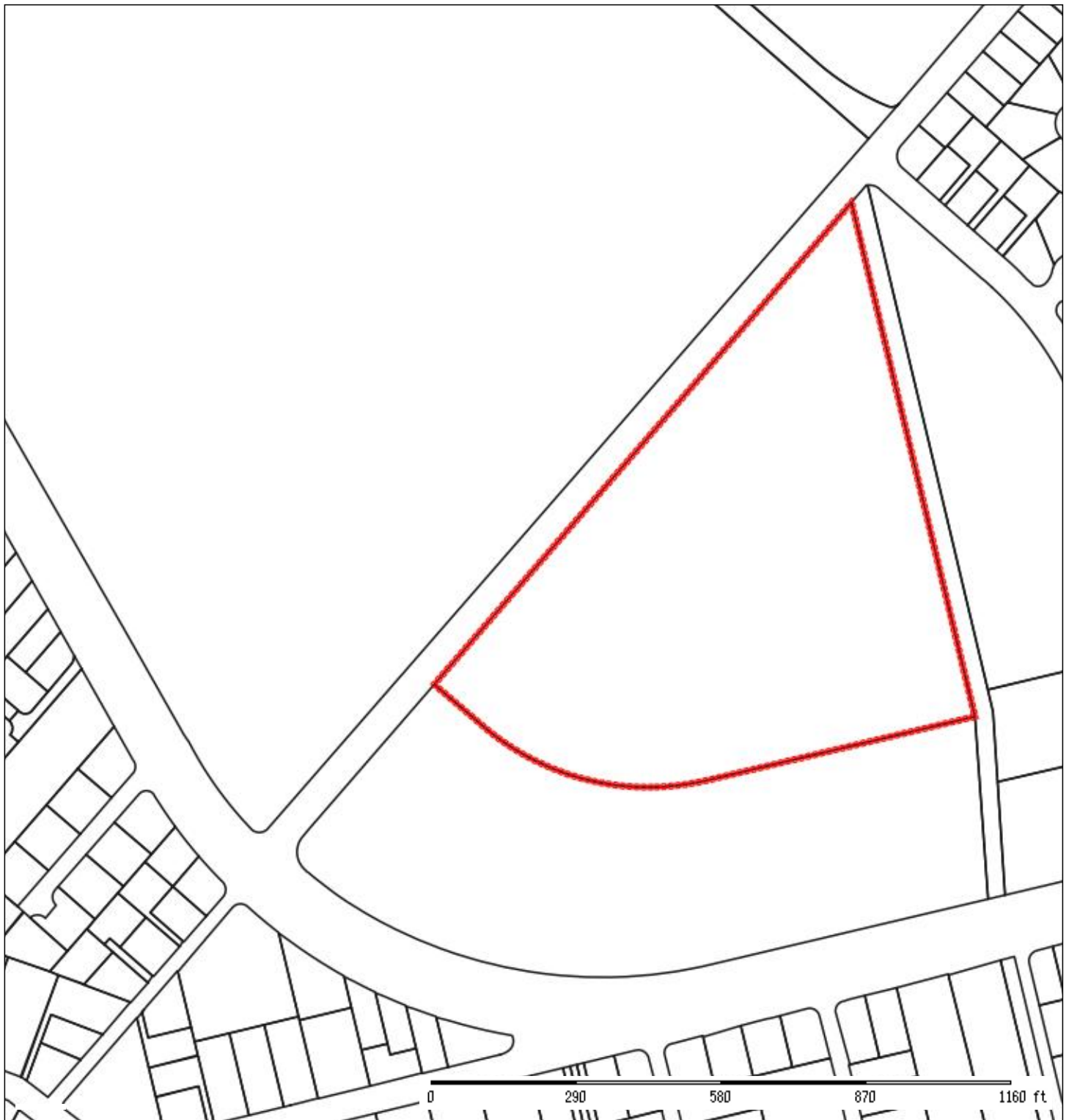
Improvement Information											
No improvement information available for this parcel.											

Other Building and Yard Improvements			
Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information Department of Planning and Permitting (DPP)			
Date	Permit Number	Reason	Permit Amount
02/08/2006	0004587	FIRE DAMAGE	\$ 100
08/13/1999	435082		\$ 950,000
07/15/1994	354823		\$ 62,000
07/01/1993	337688		\$ 100,000
03/02/1988	250904		\$ 220,000

Sales Information Print Sales Info								
Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information 2015 Tax Payments Show Historical Taxes Treasury Division Current Bill									
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00



Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706) Map

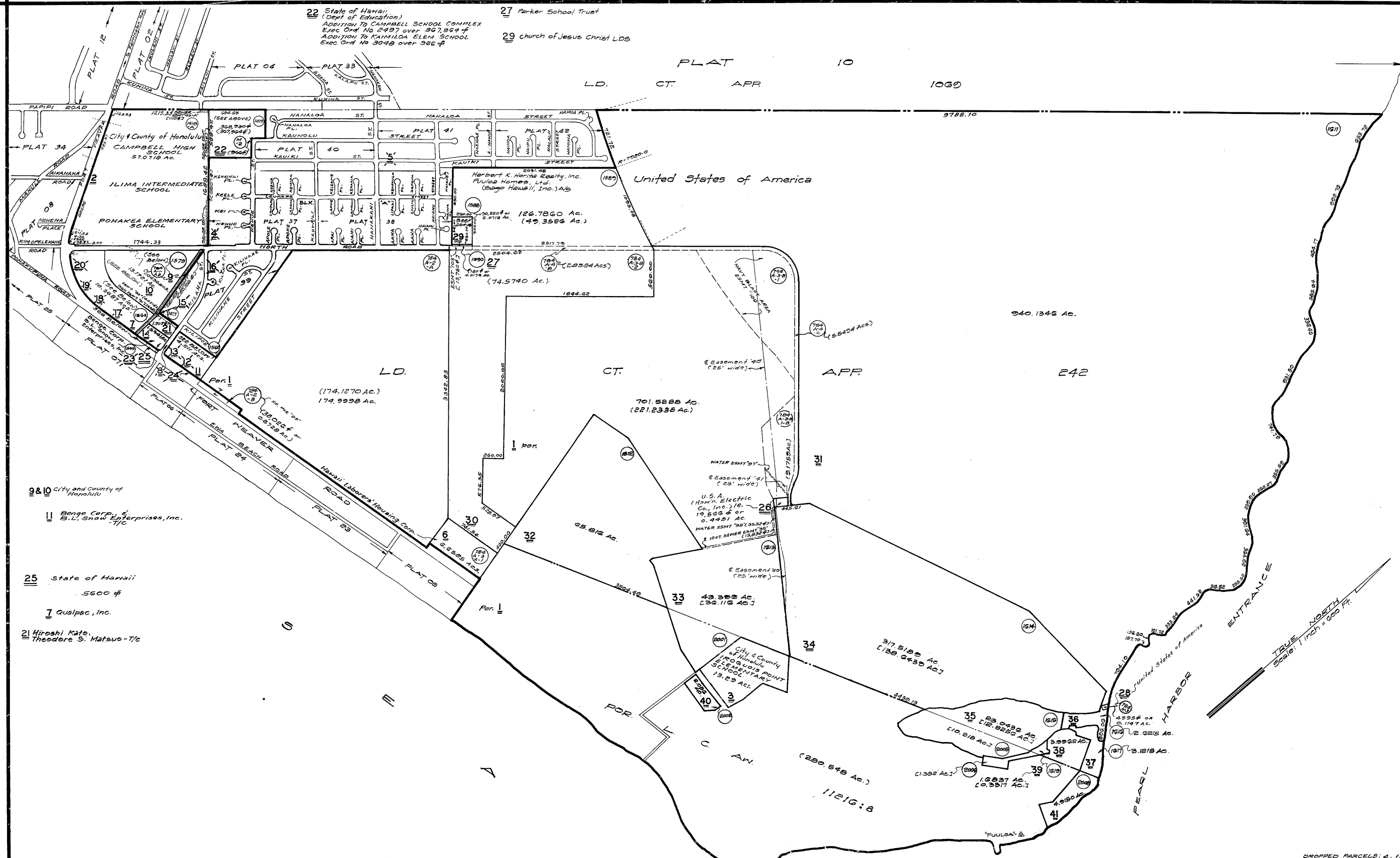
Parcel: 910010100000 Acres: 13.1721

Name:	CITY AND COUNTY OF HONOLULU	Land Value:	794900
Site:	91-955 NORTH RD EWA BCH	Building Value:	107700
Sale:		Exempt Value:	902600
		Taxable Value:	0
Mail:			



*Honolulu County makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll. The 'parcels' layer is intended to be used for visual purposes only and should not be used for boundary interpretations or other spatial analysis beyond the limitations of the data. The 'parcels' data layer does not contain metes and bounds described accuracy therefore, please use caution when viewing this data. Overlaying this layer with other data layers that may not have used this layer as a base may not produce precise results. GPS and imagery data will not overlay exactly.
 Date printed: 01/11/16 : 20:25:56

SEP 5 1968
SEP 2 1968
MAY 6 1971
JUN 2 1971
MAY 1 1972
JUN 1 1972
NOV 1 1975
MAY 2 1976
FEB 2 1977
APR 2 1981
NOV 2 1981
SEP 1 1982
FEB 1 1987
FEB 7 1983
APR 2 1983
OCT 2 1983
JUL 2 1983



22 State of Hawaii
(Dept. of Education)
ADDITION TO CAMPBELL SCHOOL COMPLEX
Exec. Ord. No. 2497 over 307,964 ft.
ADDITION TO KAHANUI ELEM. SCHOOL
Exec. Ord. No. 3048 over 386 ft.

27 Parker School Trust

29 Church of Jesus Christ LDS

310 City and County of Honolulu

11 Benge Corp. & B.L. Snow Enterprises, Inc.

25 State of Hawaii

7 Qualpac, Inc.

21 Hiroshi Kato, Theodore S. Matsuo-T/C

DROPPED PARCELS: 4, 15, 16, 12, 13, 23, 24, 2, 20

TAXATION MAPS BUREAU TERRITORY OF HAWAII		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	01
CONTAINING PARCELS		
SCALE: 1 IN. = 600 FT.		



91 N Rd

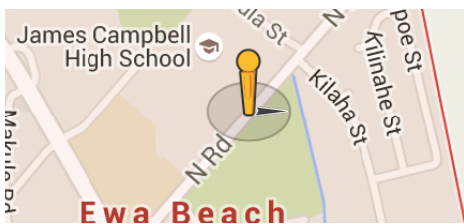
Ewa Beach Community Park Center / 573, 776 Sq. Ft. Parcel (13.1721 acre) /
Property: \$9,714,800 / Building: \$107,700 / Owner: City & County of Honolulu



Image capture: Aug 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Aug 2011



Google Maps

Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft

2. Ewa Beach United Methodist Church (Tier I, Short-Term)

Address: 91-660 Pohakupuna Rd., Ewa Beach, HI, 96706

Current Use: church (Sundays; Wednesday nights)

Amenities: two buildings, multiple classrooms, restroom facilities, parking; additional land (2.0+ acre lot)

Projected Capacity: 200 students

Facility Need: renovation facelift; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
Owner and Parcel Information Print Owner Info				
Parcel Number	910090370000	Data current as of	January 11, 2016	
Owner Name	EWA BEACH UNITED METHODIST Fee Owner	Project Name		
Location Address	91-660 POHAKUPUNA RD	Plat Map	Plat Map PDF	
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map	
Land Area (approximate sq ft)	90,431	Legal Information		
Land Area (acres)	2.076			
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 1,739,600	\$ 0	\$ 1,739,600	\$ 0	\$ 101,300	\$ 101,300	\$ 0	\$ 1,840,900	\$ 1,840,900	\$ 0

Appeal Information Print Appeal Info	
No appeal information on parcel.	

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	90,431	2.076	

Improvement Information	
No improvement information available for this parcel.	

Other Building and Yard Improvements			
Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information Department of Planning and Permitting (DPP)			
Date	Permit Number	Reason	Permit Amount
11/02/2000	514787	DEMOLITION	\$ 2,600
04/18/1978	99508		\$ 4,000
12/11/1964	3939		\$ 15,000

Sales Information Print Sales Info								
Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information			2015 Tax Payments	Show Historical Taxes	Treasury Division		Current Bill		
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	\$ 150.00	\$ 0.00	\$ 150.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 150.00
									\$ 150.00
Tax bill is computed to 01/31/2016 Or pay online at www.hnlpay.com Other Payment Options Click Here									

Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
The Honolulu Tax Assessor's Office makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. Website Updated: January 11, 2016				

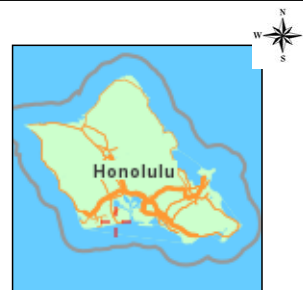
© 2014 by City and County of Honolulu Real Property Tax Office | Website design by [gPublic.net](#)



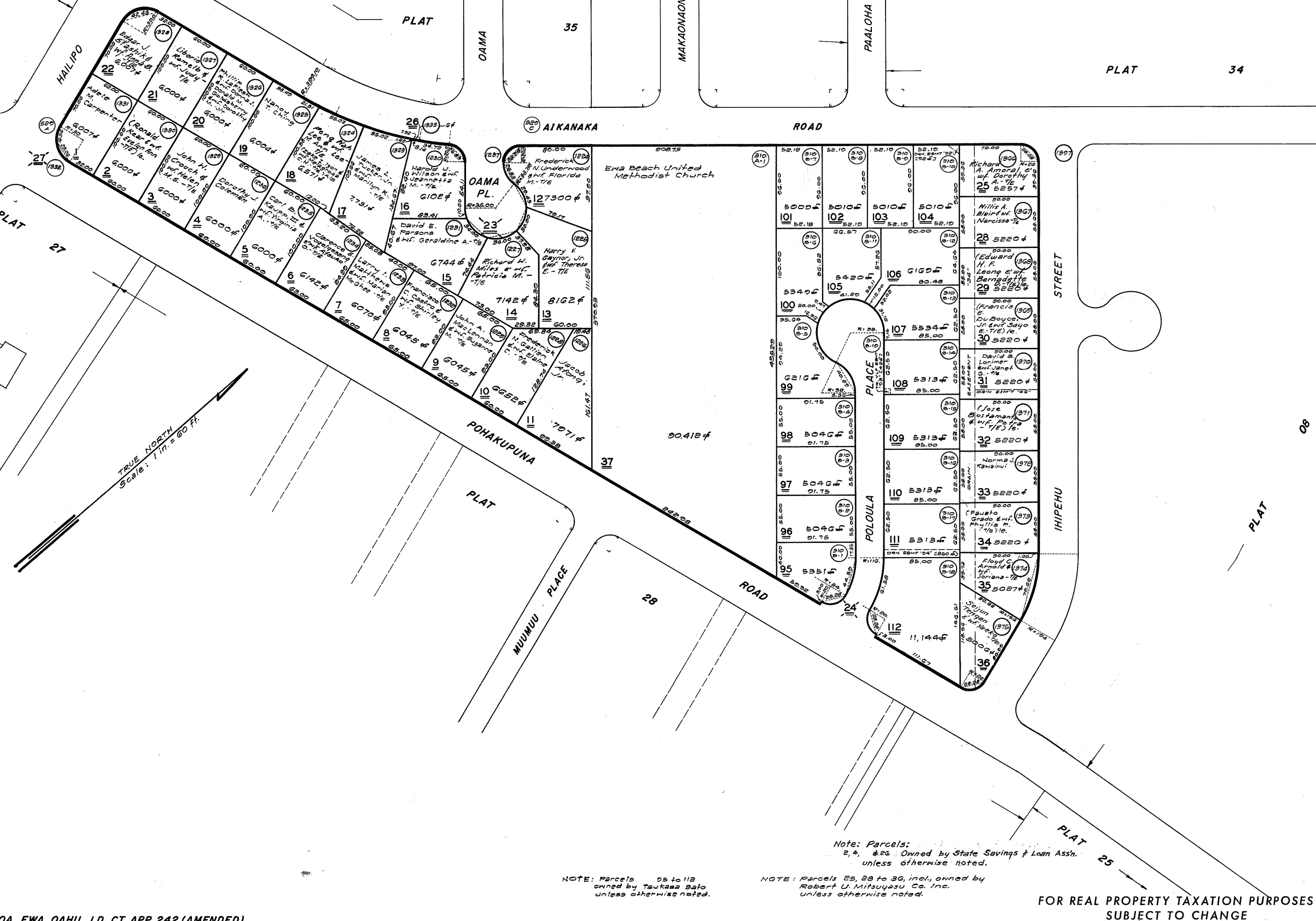
Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)

Parcel: 910090370000 Acres: 2.076

Name:	EWA BEACH UNITED METHODIST	Land Value:	527200
Site:	91-660 POHAKUPUNA RD	Building Value:	101300
Sale:		Exempt Value:	628500
Mail:	91-660 POHAKUPUNA RD EWA BEACH, HI 96706	Taxable Value:	0



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Date printed: 01/11/16 : 20:32:55



Dropped parcels 38 to 94 incl.
not to be used.

DROPPED PARCELS: 23,27,24,

DEPARTMENT OF TAXATION
TAXATION MAPS BUREAU
STATE OF HAWAII
TAX MAP

FIRST TAXATION DIVISION		
ZONE	SEC.	PLAT
9	1	09
SCALE: 1 IN. = 60 FT.		

FOR REAL PROPERTY TAXATION PURPOSES
SUBJECT TO CHANGE



91 Pohakupuna Rd

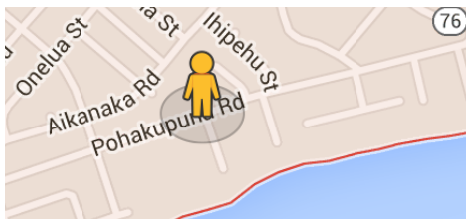
Current Church (2) / 90,431 Sq. Ft. Parcel (2.076 acre) / Property: \$1,739,600 /
Building: \$101,300 / Owner: Ewa Beach United Methodist



Image capture: Jun 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 50 ft

3. Ewa Beach Old Fire Dept. (Tier I, Short-Term)

Address: 91-832 Pohakupuna Rd., Ewa Beach, HI, 96706

Current Use: vacant

Amenities: one building, multiple rooms, restroom facilities, limited parking

Projected Capacity: 100 students

Facility Need: Renovation facelift; additional portable or temporary structure to house additional students; would need to also leverage Hale Pono Boys & Girls Club space, Ewa Beach Public Library space, Ewa Beach Community Park space, and/or other facility options.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate		✓	
Readiness for Students		✓	
Size/Capacity			✓
Amenities		✓	

TIER I Long-Term Probable Options

The following three strategies are long-term to support our school at terminal capacity. All site's projected capacity would be for 700 students.

1. 91-603 Pohakupuna Rd. Site
2. Ewa Beach Community Park
3. UH West O'ahu

Applying similar analysis as was done for short-term options, the following has been determined.



[Previous Parcel](#)
[Next Parcel](#)
[Return to Main Search Page](#)
[Honolulu Home](#)
[Real Property Home](#)

Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910250550000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-832 POHAKUPUNA RD	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	15,000	Legal Information	
Land Area (acres)	0.3444		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 222,800	\$ 0	\$ 222,800	\$ 0	\$ 70,200	\$ 70,200	\$ 0	\$ 293,000	\$ 293,000	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	15,000	0.3444	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

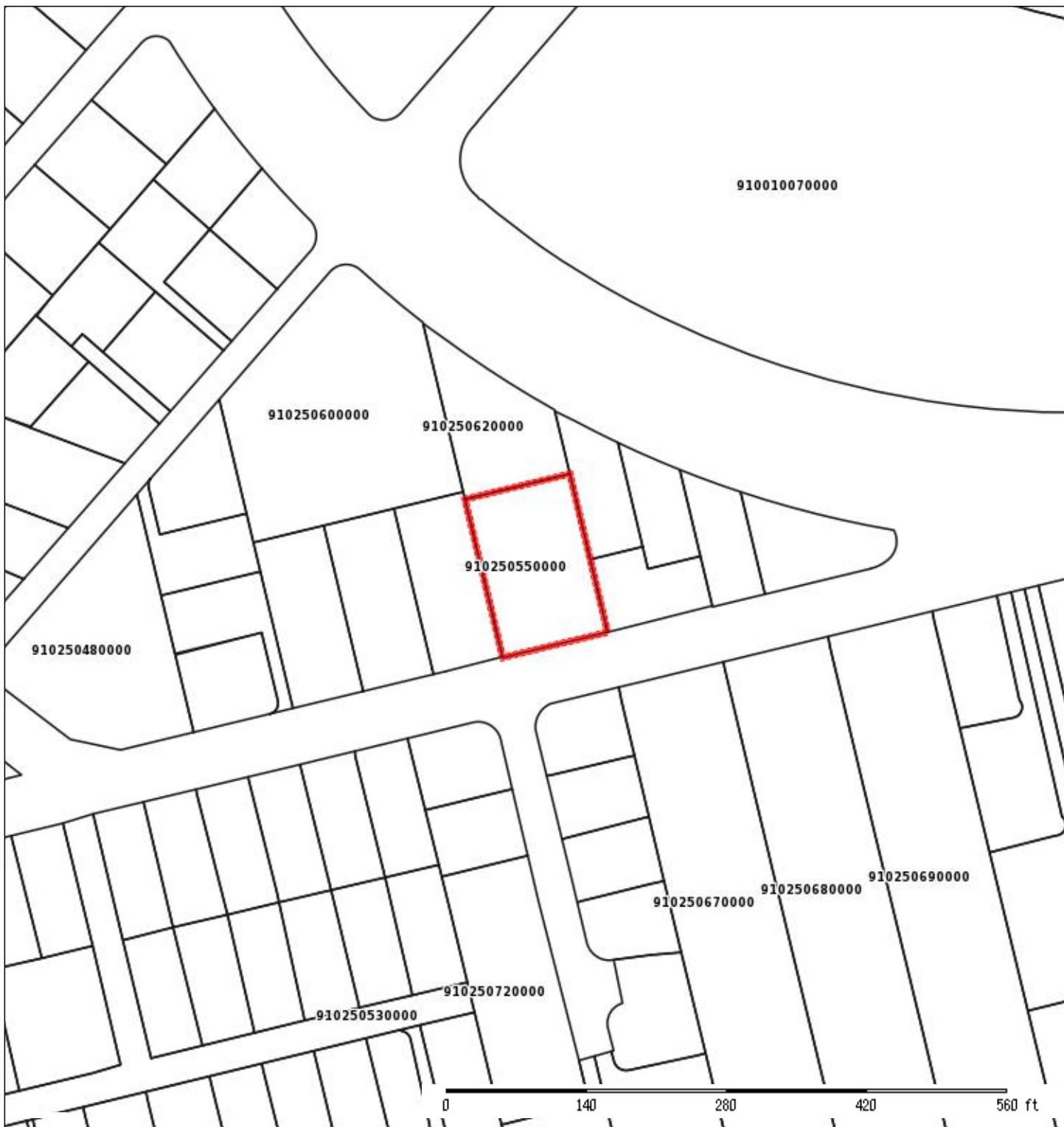
Date	Permit Number	Reason	Permit Amount
05/16/2003	548956	PLUMBING	\$ 1,001
04/12/2001	520307	ELECTRICAL	\$ 5,500
08/09/1993	339584		\$ 19,516
06/06/1989	270395		\$ 5,100

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information [2015 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

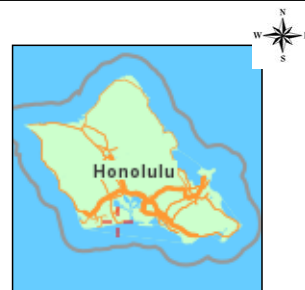
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00



3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)

Parcel: 910250550000 Acres: 0.3444

Name:	CITY AND COUNTY OF HONOLULU	Land Value:	198500
Site:	91-832 POHAKUPUNA RD	Building Value:	70200
Sale:		Exempt Value:	268700
Mail:		Taxable Value:	0





91 Pohakupuna Rd

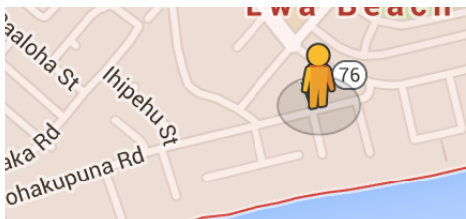
Old Fire Dept. / 13,000 Sq. Ft. Parcel (.3444 acre) / Property: \$222,800 /
Building: \$70,200 / Owner: City & County of Honolulu



Image capture: Jun 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 20 ft

1. 91-603 Pohakupuna Rd. Site (Tier I, Long-Term)

Address: 91-603 Pohakupuna Rd.

Owner: Pensa Nuwind LLC (Honolulu, HI; real estate LLC; agent: Thomas Foley)

Current Use: vacant, no structures

Size: 2.7438 acres (119,522 sq. ft.)

Headline Strategy: purchase land via HEDCO, term loan, or private funder; develop site, build facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		

**this is referring to a new facility that we would build for our terminal year and capacity*



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
Owner and Parcel Information Print Owner Info				
Parcel Number	910280400000	Data current as of	January 11, 2016	
Owner Name	PENSA NUWIND LLC Fee Owner	Project Name		
Location Address	91-603 POHAKUPUNA RD	Plat Map	Plat Map PDF	
Property Class	RESIDENTIAL A	Parcel Map	GIS Parcel Map	
Land Area (approximate sq ft)	119,522	Legal Information LOT 1420 LCAPP 242 MAP 190		
Land Area (acres)	2.7438			
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL A	\$ 2,219,600	\$ 0	\$ 0	\$ 2,219,600	\$ 0	\$ 0	\$ 0	\$ 2,219,600	\$ 0	\$ 2,219,600

Appeal Information Print Appeal Info											
No appeal information on parcel.											

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	119,522	2.7438	

Improvement Information	
No improvement information available for this parcel.	

Other Building and Yard Improvements			
Description	Quantity	Year Built	Area
No information associated with this parcel.			

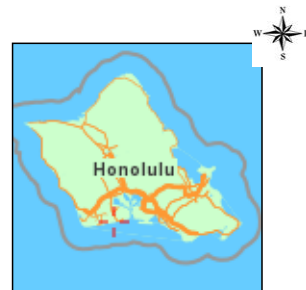
Permit Information Department of Planning and Permitting (DPP)			
Date	Permit Number	Reason	Permit Amount
05/13/2003	548733	OTHER WORK	\$ 3,000

Sales Information Print Sales Info								
Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
04/16/2003	\$ 1,300,000		FEE CONVEYANCE	Deed	04/22/2003	2918187	643108	
06/01/1986	\$ 695,000		FEE CONVEYANCE					

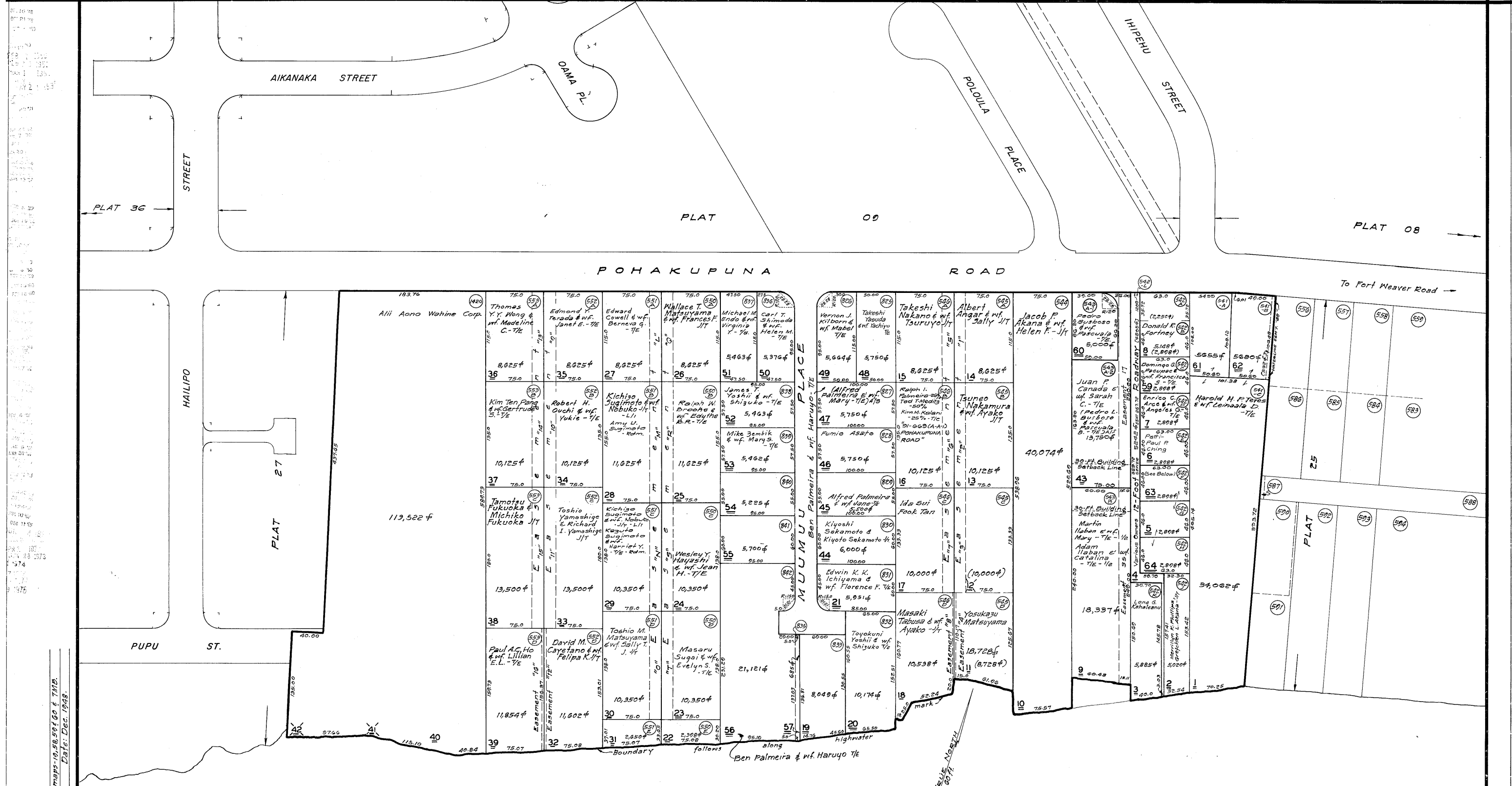
Current Tax Bill Information 2015 Tax Payments Show Historical Taxes Treasury Division Current Bill									
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	\$ 4,974.00	\$ 0.00	\$ 4,974.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,974.00
									\$ 4,974.00
Tax bill is computed to 01/31/2016 Or pay online at www.hnlpay.com Other Payment Options Click Here									



sd			
Parcel: 910280400000 Acres: 2.7438			
Name:	PENSA NUWIND LLC	Land Value:	882100
Site:	91-603 POHAKUPUNA RD	Building Value:	58700
Sale:	\$1300000 on 2003-04-16 Reason= Qual=	Exempt Value:	0
Mail:	1620 ALA MOANA BLVD #510	Taxable Value:	940800
	HONOLULU, HI 96815		



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Date printed: 01/11/16 : 21:52:50



3807
Dwg. No.:
Source: Ld. Ct. App. 242 maps-1915-50, 160 & 170.
By: HN & RYT Date: Dec. 1948.

FOR PUULOA, EWA, OAHU (FOR Ld. Ct. App. 242)

5,64,63 Joseph T. Montalto & wf.
Margaret F.
Judith A. Montalto - J/T

Parcels Dropped: 12,68 in road
41,42

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
TAX MAP		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	28
CONTAINING PARCELS		
SCALE: 1 IN. = 60 FT.		

SUBJECT TO CHANGE



91 Pohakupuna Rd

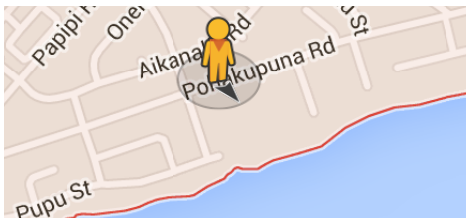
Undeveloped Lan / 119, 522 Sq. Ft. Parcel (2.7438 acre) / Property:
\$2,219,600 / Building: \$0 / Owner: Pensa Nuwind LLC



Image capture: Jun 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft

2. Ewa Beach Community Park (Tier I, Long-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: community center, recreation

Size: 13.1721 acres (573,776 sq. ft.)

Headline Strategy: similar to Pohakupuna strategy, however as land is owned by City and County, we would explore renting and co-development opportunities on part of the park to build an educational facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
---------------------------------	-----------------------------	--------------------------------------------	-------------------------------	------------------------------------

Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910010100000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-955 NORTH RD EWA BCH	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	573,776	Legal Information	
Land Area (acres)	13.1721		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 9,714,800	\$ 0	\$ 9,714,800	\$ 0	\$ 107,700	\$ 107,700	\$ 0	\$ 9,822,500	\$ 9,822,500	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	573,776	13.1721	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

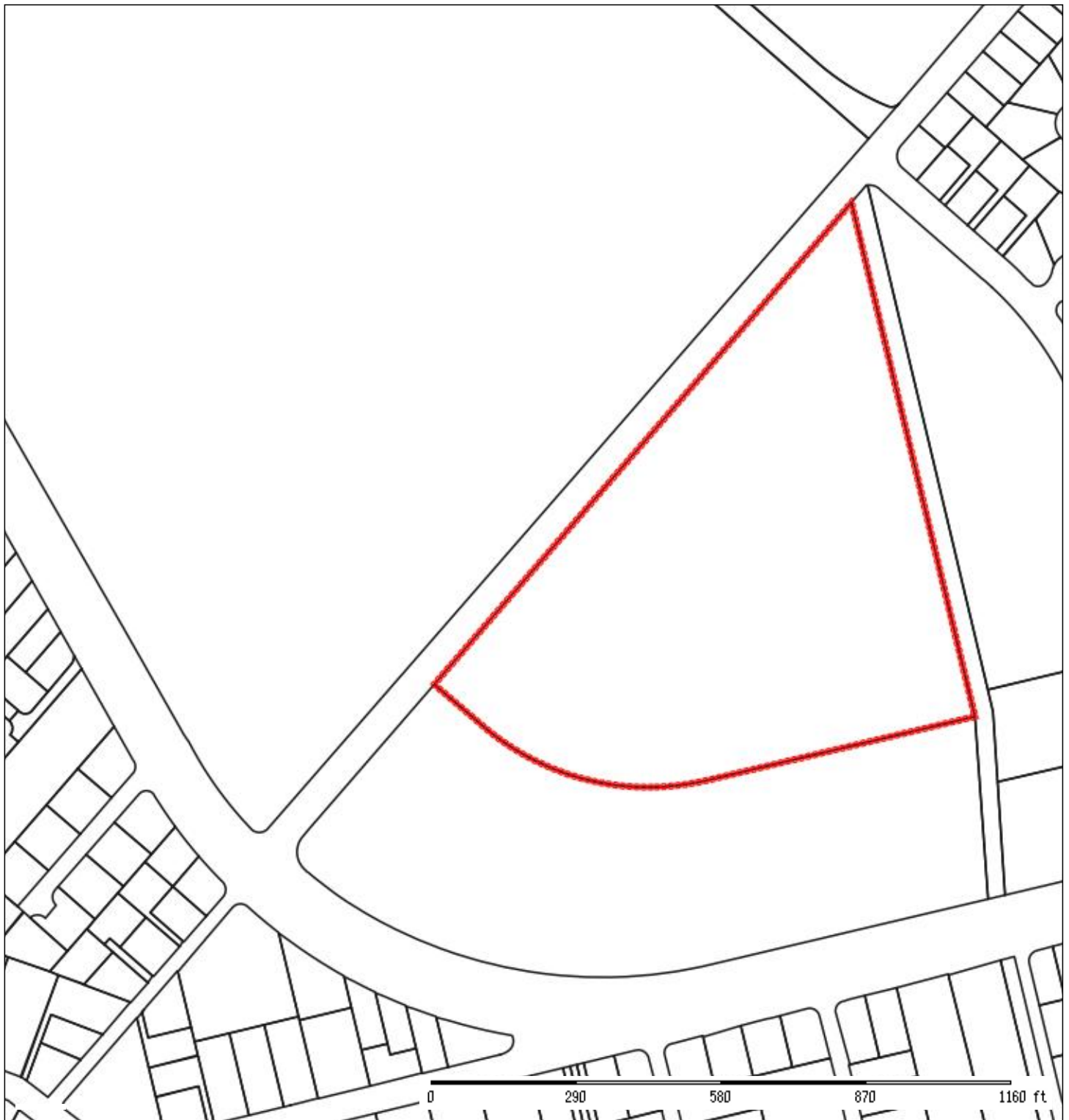
Date	Permit Number	Reason	Permit Amount
02/08/2006	0004587	FIRE DAMAGE	\$ 100
08/13/1999	435082		\$ 950,000
07/15/1994	354823		\$ 62,000
07/01/1993	337688		\$ 100,000
03/02/1988	250904		\$ 220,000

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information [2015 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00



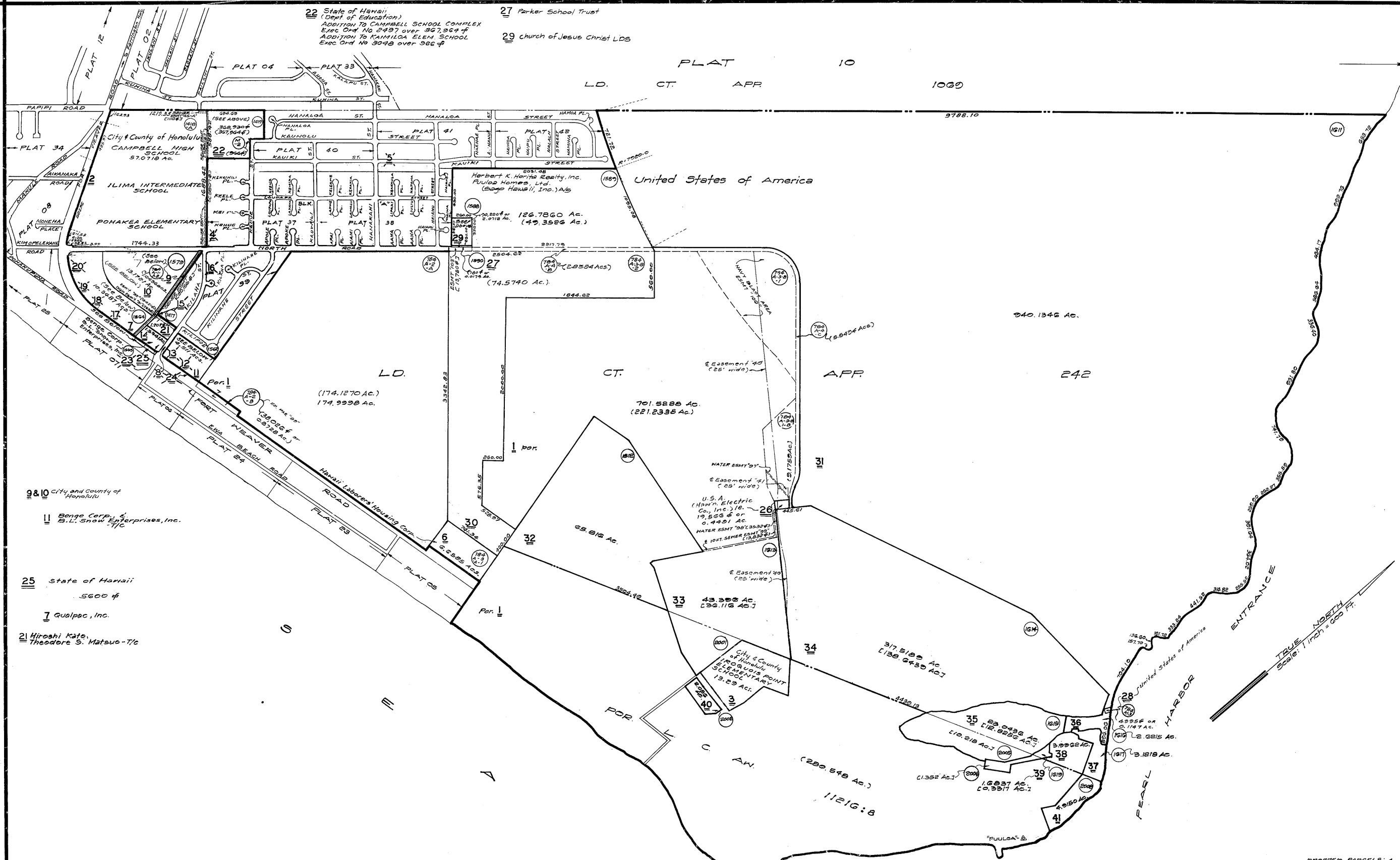
Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706) Map

Parcel: 910010100000 Acres: 13.1721

Name:	CITY AND COUNTY OF HONOLULU	Land Value:	794900
Site:	91-955 NORTH RD EWA BCH	Building Value:	107700
Sale:		Exempt Value:	902600
		Taxable Value:	0
Mail:			



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 Date printed: 01/11/16 : 20:25:56



DROPPED PARCELS: 4, 15, 16, 12, 13,
23, 24, 8, 20,

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	01
CONTAINING PARCELS		
SCALE: 1 IN. = 600 FT.		

SUBJECT TO CHANGE

POR. PUULOA, EWA, OAHU

Dwg. No. : 3041
Source: L.O. CT.
By: HN 7



91 N Rd

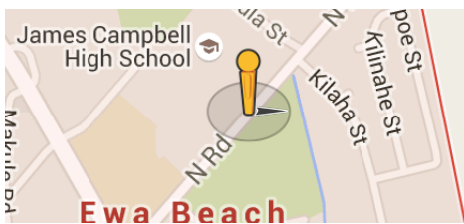
Ewa Beach Community Park Center / 573, 776 Sq. Ft. Parcel (13.1721 acre) /
Property: \$9,714,800 / Building: \$107,700 / Owner: City & County of Honolulu



Image capture: Aug 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Aug 2011



Google Maps

Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft

3. UH West O'ahu (Tier I, Long-Term)

Address: 91-1001 Farrington Highway, Kapolei, HI 96707

Owner: University of Hawai'i

Current Use: college campus

Size: 192.562 acres (8,388,001 sq. ft.)

Headline Strategy: co-locate on college campus through syndicate financing of a 700-student facility; white paper submitted to former chancellor in summer 2015 was given consideration and will be revisited with current leadership for longer term plan, partnership, programming, and pipeline.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		



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Owner and Parcel Information Print Owner Info				
Parcel Number	910162200000	Data current as of	January 11, 2016	
Owner Name	UNIVERSITY OF HAWAII Fee Owner	Project Name		
Location Address		Plat Map	Plat Map PDF	
Property Class	COMMERCIAL	Parcel Map	GIS Parcel Map	
Land Area (approximate sq ft)	8,388,001	Legal Information		
Land Area (acres)	192.562	LOT 19597 192.562 AC MAP 1556 LCAPP 1069		
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	COMMERCIAL	\$ 193,762,800	\$ 0	\$ 193,762,800	\$ 0	\$ 51,584,400	\$ 0	\$ 51,584,400	\$ 245,347,200	\$ 193,762,800	\$ 51,584,400

Appeal Information Print Appeal Info
No appeal information on parcel.

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
COMMERCIAL	8,388,001	192.562	

Commercial Improvement Information										
Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	1	1	LIBRARY	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA
Commercial Building Sections										
Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type	
1		1	2	30,032	1040	SCHOOL	12	MASONRY	MASONRY	
Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	2	1	ADMIN BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA
Commercial Building Sections										
Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type	
2		1	2	15,717	420	SCHOOL	12	MASONRY	MASONRY	
Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	3	1	CAMPUS CENTER	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA
Commercial Building Sections										
Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type	
3		1	2	31,734	950	SCHOOL	12	MASONRY	MASONRY	
Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	4	1	LABS BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA
Commercial Building Sections										
										38

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
4		1	2	20,899	775	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	5	1	CLASSROOMS	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
5		1	2	20,568	775	SCHOOL	12	MASONRY	MASONRY

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

Date	Permit Number	Reason	Permit Amount
07/14/2015	769708	ELECTRICAL	\$ 150,000
09/27/2013	733676	PLUMBING	\$ 1,000,000
09/24/2013	733309	ELECTRICAL	\$ 1,500
10/08/2012	704757	ALTERATION	\$ 3,000
07/16/2012	697094	NEW BUILDING	\$ 5,700,000
07/16/2012	697091	NEW BUILDING	\$ 3,250,000
07/16/2012	697090	NEW BUILDING	\$ 7,200,000
06/18/2012	694452	NEW BUILDING	\$ 9,000,000
06/18/2012	694448	NEW BUILDING	\$ 8,000,000
06/18/2012	694447	RETAINING WALL	\$ 3,000,000
06/15/2012	694415	NEW BUILDING	\$ 3,000,000
01/05/2011	666017	FOUNDATION ONLY	\$ 300,000
01/05/2011	666016	FOUNDATION ONLY	\$ 800,000
10/07/2010	662161	FOUNDATION ONLY	\$ 800,000
10/07/2010	662160	FOUNDATION ONLY	\$ 300,000
10/07/2010	662158	FOUNDATION ONLY	\$ 900,000

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
09/26/2012			FEE CONVEYANCE	Route Slip	09/26/2012			
02/28/2012			FEE CONVEYANCE	Grant of easement	03/09/2012	T8103375	628374	

Current Tax Bill Information [2016 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00
No Tax Information available on this parcel.									

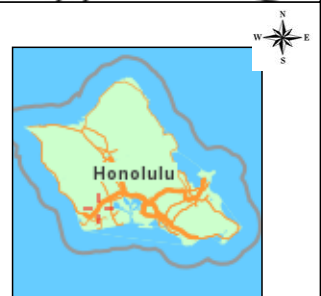
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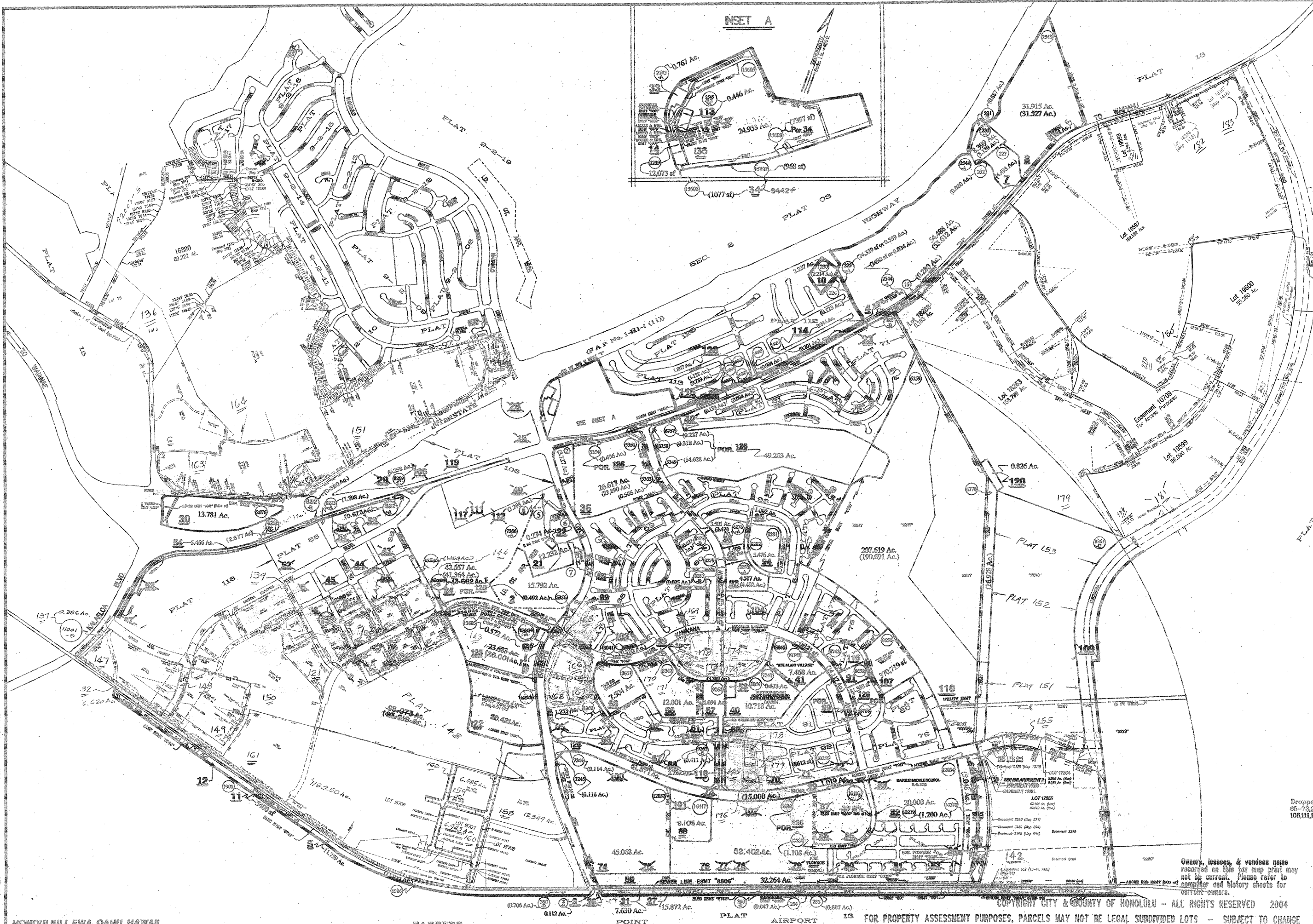
The Honolulu Tax Assessor's Office makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. Website Updated: January 11, 2016

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2			
Parcel: 910162200000 Acres: 192.562			
Name:	UNIVERSITY OF HAWAII	Land Value:	11746300
Site:		Building Value:	0
Sale:		Exempt Value:	11746300
Mail:	> ,	Taxable Value:	0





Dropped Parcels 15-20,23,42-43,50-51,55,60,62, 65-73,98,99,100-103,76,77,78,79,81,83-87,89,90,93,95, 106,111,112,117,119,28, 156, 157, 140, 108, 107, 141.

CITY & COUNTY OF HONOLULU		
ZONE	SECTION	PLAT
9	1	16
SCALE: 1 IN = 600 FT.		

Owners, lessors, & vendees name recorded on this tax map print may not be current. Please refer to computer and history sheets for current owners.

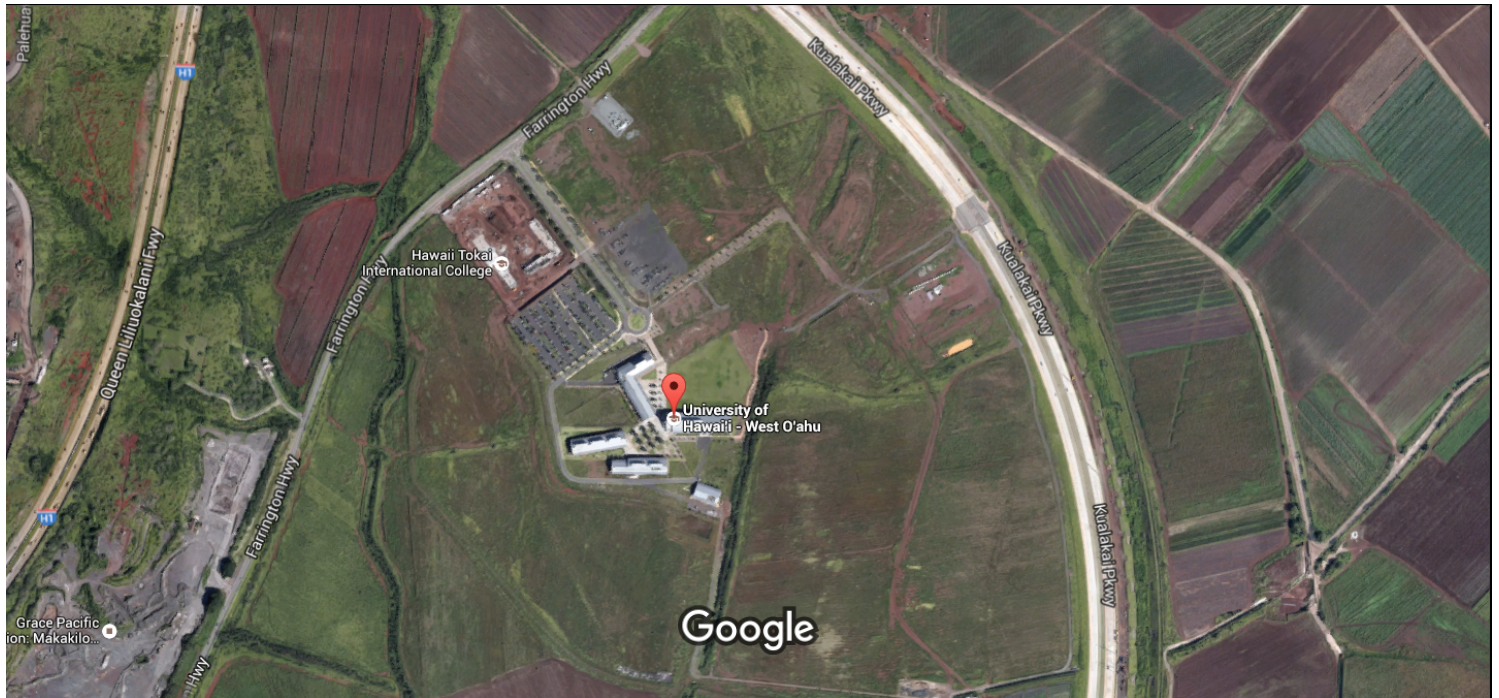
COPYRIGHT CITY & COUNTY OF HONOLULU - ALL RIGHTS RESERVED 2004
FOR PROPERTY ASSESSMENT PURPOSES, PARCELS MAY NOT BE LEGAL SUBDIVIDED LOTS - SUBJECT TO CHANGE

SOURCE: L.A. CT. MAPS, 1998 & 1999 & 718
BY: JF
DATE: 07 OCTOBER 1998
EWA NO. 3861

HONOLULU, EWA, OAHU, HAWAII.



University of Hawai'i - West O'ahu



Imagery ©2016 Google, Map data ©2016 Google 500 ft

TIER II Short-term Possible Options

Our short-term possible options are currently being explored and are essentially our second-tier choices due to the feasibility of co-locating temporarily and using portables as the core strategy for facilities (previously, they are mentioned as auxiliary and secondary supports).

Short-term:

(1) Ilima Intermediate, (2) Portables on DOE Land; (3) Portables on Ewa Beach Community Park Land

Ilima Intermediate (Tier II, Short-Term)

Address: 91-884 Fort Weaver Rd., Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: Ilima Intermediate School

Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)

Headline Strategy: engage in strategic conversation and partnership with principal Chris Bonilla, CAS Heidi Armstrong, and identify viable strategies for co-locate up to 300 students in existing buildings or additional portables, particularly on the mountain side of the campus (near parking lot and fields).

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	

Portables on DOE Land (Tier II, Short-Term)

Address: 91-750 Fort Weaver Campbell Rd. (overall DOE parcel cited above; 57+ acres)

Owner: City and County of Honolulu

Current Use: Ilima Intermediate School; Pohakea Elementary; Campbell High School

Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)

Headline Strategy: engage in strategic conversation and partnership with Ilima principal

Chris Bonilla, Pohakea principal Wong, Campbell High principal Lee, and CAS Heidi

Armstrong; and collectively identify viable strategies for co-locating up to 300 students in portables on vacant parcels of the 57+ acres.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Debt Service	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

Portables on Ewa Beach Community Park Land (Tier II, Short-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: community center, storage

Size: 13.1721 acres (573,776 sq. ft.)

Headline Strategy: partner with City and County to develop zoning plan for where to strategically cluster portables, engage Army (Ilima Intermediate portable builder) and other portable manufacturers (Pohakea builder) to plot out park footprint

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

TIER II Long-term Possible Options

Our longer-term, tier-two option include similar strategies as our first-tier strategies - university partnership and co-location, land development, city and county partnership - however they are not as feasible due to relationship, proximity, and size. They are, however, possible options, which is why they are considered in our analysis.

Long-term:

(1) Tokai International College; (2) Pu'uloa Playground; (3) Gentry, Haseko Parcels

(Please note, feasibility maps are primarily feasible and less feasible therefore not adding differentiation value to this analysis; additional research and strategic partnerships would be needed to explore these tier-two longer-term options)

Tokai International College (Tier II, Long-Term)

Address: 91-971 Farrington Highway, Kapolei, HI 96707

Owner: Gakko Hojin Tokai Diagaku

Current Use: international college

Size: 6.594 acres (287,235 sq. ft.)

Headline Strategy: co-locate and build on current and/or acquired land (from UH West O'ahu); similar strategy to UH West O'ahu via Tokai partnership

Pu'uloa Playground (Tier II, Long-Term)

Address: 91-1020 Ahona St, Ewa Beach, HI, 96706

Owner: City & County of Honolulu

Current Use: recreation

Size: 4.3459 acres (189,306 sq. ft.)

Headline Strategy: similar to Ewa Beach Community Park strategy, we would explore renting and co-development opportunities with the city and county on part of the park to build an educational facility.

Gentry, Haseko Parcels (Tier II, Long-Term)

Addresses: undisclosed

Owners: Gentry, Haseko

Current Use: N/A

Current Size: N/A

Headline Strategy: our team has been involved in discussions with regional developers and individuals close to the development of the region; we will continue investigating the potential for land to be gift, sold at cost, or rented from various developers in order to partner to assist with the easing the impact their developments are putting on existing school infrastructure.

TIER III Short- and Long-term Less Likely Options

These options will need additional due diligence, analysis, and consideration. This inclusion is primarily to show the range of land and facility options that have been considered as of February 2016. We will continue to investigate viable short- and long-term land and facility options for house our educational program.

Short-term (Tier III, Short-Term)

1. UH West O'ahu
2. Tokai International College
3. Kroc Center
4. Aloha Community Church
5. Ewa Beach Baptist Church
6. Ewa Beach Church of Nazarene
7. Our Lady of Perpetual Help Church

Long-term (Tier III, Long-Term)

- (1) 91-1309 Roosevelt Ave, Kapolei

Attachment BB - Start-Up Project Management Plan (including pre-opening phase development)

Three Views/Layers

The start-up plan will be looked at from three different levels:

- 30,000 foot “bird’s eye view” (focus: milestones)
- The balcony (focus: timeline)
- Into the weeds (focus: tasks and personnel alignment)

The three views allows our team to look at the broader picture and see the moving pieces, while also seeing how those pieces overlap on a timeline, and finally what is exactly happening and who is doing it. This approach will allow for a cohesive, 18-month approach to start-up and preparation for August 2017 opening of the proposed school.

(I) The Bird's Eye View (Milestones)

This is our start-up plan at the “30,000 ft.” level, offering a high-level snapshot of key milestones we will be focusing on during start-up across our academic, organizational, and financial priority areas. These are the headlines and our overall focus areas for the 18 months leading up to open.

ACADEMIC

- Leadership Support Team - strategically recruit, select, develop, and gel.
- Teaching Team - market, informational rounds, create diverse candidate pool, interview, select, prepare.
- Curriculum - extrapolate, provide.
- Partnerships - Explore, Establish, Deepen, Align, and Enact.
- RTI Support - Identify Students, Align.

ORGANIZATIONAL

- Applicant Governing Board → Founding School Board - articulate and explain application to State, build awareness of school, dissolve → official board founded - increase capacity, build school awareness, engage in development and training, recruit families and partners, establish culture.
- Student Recruitment, Admissions, and Enrollment - media engagement, canvassing, informing, lottery, admissions and partnership-building, enrollment and preparation.
- Parent Involvement & Community Engagement - volunteering, coffee hours, one:one, Community Coalition and partnership building.
- Non-profit Involvement - grant writing, friend- and awareness- building, increase capacity, and engage in training and development.
- Facility - explore, identify, secure, finance, renovate, prepare.
- Tech - explore, prototype, establish website and presence (media, social media), build institutional database and systems, train and develop personnel, and Embed.

FINANCIAL

- Cash Flow - project, align, and build.
 - Facilities Funding - explore, apply, fund.
 - Fundraising - apply, educate, fund.
 - State & Federal Funding - administrate, fund.
- Expenses - project, align, monitor.

(II) From the Balcony (Timeline)

This level offers an 18-month, six-quarter timeline from beginning of 2016 through July 2017 pre-open/open; timeline is chunked quarterly and is aligned to individual plans within academic, organizational, and financial plans.

Timeline	<u>Jan-Mar '16</u> <u>(Q1)</u>	<u>Apr-Jun '16</u> <u>(Q2)</u>	<u>Jul-Sep '16</u> <u>(Q3)</u>	<u>Oct-Dec '16</u> <u>(Q4)</u>	<u>Jan-Mar '17</u> <u>(Q1)</u>	<u>Apr-Jun '17</u> <u>(Q2)</u>
Academic						
Leadership Support Team	HOLD	HOLD	Diverse pool created	Interviews & team selected	Team on-boarded	Team developed & ready for students
Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Curriculum	Selected	Selected	Selected	Extrapolated	Built out & ready for teachers	Re-worked and ready for students
Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for Students
RTI Support	HOLD	HOLD	HOLD	HOLD	Identified	Ready for Students

Timeline	<u>Jan-Mar '16</u> <u>(Q1)</u>	<u>Apr-Jun '16</u> <u>(Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Organizational						
Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Dissolve; Formed; Additional 3 Members On-Boarded (7)	Additional 2 Members On-Boarded (9)	Monthly Trainings	Monthly Trainings; Ready to Open
Student Recruitment, Admission & Enrollment	N/A	N/A	Media Release	Complete Canvassing I; Open House 1; 2 Informational Sessions	Complete Canvassing II; Open House 2; Lottery Held;	Families Matriculated; Accepted Open Houses (2); Families Ready for Day 1
Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Non-Profit Involvement	High Priority Year 0 Grants Written	Tier II Year 0 Grants Written	Tier III Year 0 Grants Written; Recruit & Build Board	Financial Strategy for the Year Finalized; Recruit & Build Board	High Priority Year 1 Grants Written; Recruit & Build Board	Tier II Year 1 Grants Written; Recruit & Build Board
Facility	Identify	Explore	Secure	Renovate	Renovate	Prepare for Open

Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare
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Timeline	<u>Jan-Mar '16</u> <u>(Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
-----------------	-------------------------------------------------	-------------------------------------------------	-------------------------------------------------	-------------------------------------------------	-------------------------------------------------	-------------------------------------------------

Financial						
Facilities Funding	Establish Funding Pathways	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation
State & Federal Funding	HOLD	HOLD	HOLD; Explore Securitization or Borrowing Against Expected Funding	HOLD	HOLD	Receive 60% Per Pupil Funding (July)
Expenses	N/A	N/A	Media announcement, website development	Personnel, facilities, outreach, partnership- building, recruitment, events	Personnel, facilities, outreach, partnership-building, recruitment, lottery, events	Personnel, facilities, outreach, partnership- building, events, materials

Into the Weeds

This section offers a deep dive into the components highlighted above. The main focus of this section is what and who - what is happening in each of the buckets mentioned above and who is driving it.

The main personnel actors are as follows:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership Support Team
- Community Coalition

The plan will be broken into three components: academic, organizational, and financial. It will follow a similar structure as above, aligning our headline focus areas, timing, and ultimately action plan.

Structure/Template

	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
Area						
Bucket	Focus	Focus	Focus	Focus	Focus	Focus
Facilitator	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
Main Collaborators	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions
Outcome	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable

ACADEMIC

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Area: Academic Leadership Support Team (LST)						
Bucket: Leadership-Support Team	HOLD	HOLD	Diverse pool created	Interviews & team selected	Team on-boarded (stipend funded)	Team developed & ready for students (stipend funded)
Facilitator: Alex	*Identify tier I, II, and pipeline candidates for Leadership Support team	*Conduct outreach and gauge interest	*Continue conversations with potential team members *Draft and circulate job descriptions	*Ask, recruit, interview potential team members *Make offers *Structure	*Design & host Jan. weekend retreat / kick-off for LST *Send weekly e-mail and hold one:one check ins *Provide reading, training materials, and role-identity development materials *Invite to canvas; prepare for informational meetings, lottery, and family conversations	*Invite LST to home / family meetings *Hold bi-weekly weekend meetings / workshops for LST *Engage LST in training and development re: academic plan *Coach members in building role clarity and identity *Co-build initial DH Block scope & sequence
Main Collaborators: Applicant	Generate names; connect	Generate names; connect	Generate names; connect candidates with	Co-interview (if necessary); available for	Development of on-boarding and training materials	Development of training & development

Governing Board & Founding School Board	candidates with Alex	candidates with Alex	Alex	one:one time, relationship-building		materials
Outcome	Potential team members identified	Potential team members engaged	Pool Created	Team Created (By Dec. 31)	Culture Established	Team Ready to Open School

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Academic Teaching Team						
Bucket: Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Facilitator: Alex	*Build ideal candidate profiles for teachers	*Design teaching culture and school profile to share with interested candidates	*Design and send media release and initial marketing for approved application and hiring needs *Share timeline, schedule, and	*Host informational fair I on school for interested parties *Open door for one:one informational meetings / interviews to build initial funnel / pipeline *Engage LST in	*Co-host informational fair II with LST *Build diverse pool of candidates for each teaching role *Continue to market and source opportunities across channels and within hiring streams	*Conduct interviews *Lead LST deliberation on candidates *Observe teachers (if applicable) *Make offers *Distribute materials and check in bi-weekly through spring,

			links	potential candidates (once LST hired)	*Design teaching pre-reading, on-boarding, training, and pre-school year materials	summer in preparation for first 4 PD days *Hold open door policy for teachers to engage, prep
Main Collaborators: Founding School Board & Leadership Support Team	N/A	Editing	Editing	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex; co-interview; co-hire; co-on-board & prep
Outcome	Teacher Profiles	Culture & School Snapshot	Media Presence Created	Informational Fair & Meetings Conducted	Informational Fair & Pool Created	Interviews, Hires, On-boarding Complete; Ready for 4 PD Days

Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Academic Curriculum						
Bucket: Curriculum	Selected	Selected	Selected	Extrapolated	Built out & ready for teachers	Re-worked and ready for students
Facilitator: Alex	No Action	No Action	*Engage CRDG and ULS friends to explore materials, pricing structure,	*Purchase 2017-18 materials and align PD opportunities for LST	*Engage LST in unpacking and building fluency within curriculum	*Lead designing of PD and Q1 scope and sequence for LST; LST leads

			and PD	*Unpack and engage in materials	*Share curricular components with families and partners	for teachers
Main Collaborators: Leadership Support Team; Non-profit				Finance purchase	LST engages with curriculum	LST frames PD for teachers; LST frames Q1 arc for teaching, learning, PD, data
Outcome	N/A	N/A	CRDG Engaged; ULS Engaged	Materials Purchased	LST Knows Curriculum	Teachers Know Curriculum; Q1 Framed

Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Academic Partnerships						
Bucket: Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for Students
Facilitator: Alex	*Continue conversations with local, state, and national potential partners across education,	*Continue conversations with local, state, and national potential partners *Send vision, plan, timeline	*Continue conversations with local, state, and national potential partners *Send timeline updates and media releases	*Establish official, public partnerships with local, state, and national partners *Structure public language and architecture of the partnership	*Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone)	*Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone)

	business, cultural, and other areas *Send vision, plan, timeline to partners to engage	to partners to engage	to partners *Structure partnerships and mutual value-add	*Make public partnerships (website, media, social media)	at least once Q1 to align on services / partnership mutual value-add	at least once Q2 to align on services / partnership mutual value-add *Engage Community Coalition in partnership services and discussion *Engage partners in final open houses and opening preparation
Main Collaborators: Founding Applicant Board; Founding Governing Board; Non-profit Board	Boards: source partners, make introductions	Boards: source partners, make introductions	Boards: source partners, make introductions, disseminate information, engage further	Boards: engage and co-structure partnership, public language, and outlook	Board: speaking on behalf of partnership (when applicable)	Board: speaking on behalf of partnership (when applicable)
Outcome	3-5 Additional Organizations Engaged	3-5 Additional Organizations Engaged	Official Partnerships with DH established	Partnerships Public	Partnerships Aligned and Begin Q1	Partnerships Active; Supporting Open

Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Academic RTI Support						
Bucket: RTI Approach	HOLD	HOLD	HOLD	HOLD	Identified	Ready for Students
Facilitator: Alex	No Action	No Action	No Action	*Prep RTI materials for LST to engage with once on-boarded	*Identify students (post lottery) who have legal support needs (IEP, 504B) *Engage LST and board in initial outreach and support plan	*Reach out to families/students who have been admitted and will need additional supports *Meet with families and students *Explore pre-opening support plan and resources to ease transition and jump start support
Main Collaborators: Leadership Support Team	N/A	N/A	N/A	N/A	LST engaged with RTI materials and is familiar with approach	LST engaged with Alex and families as appropriate
Outcome	N/A	N/A	N/A	Prep Materials Created	Students Identified	Families Consulted; Partners & Resources

						Engaged
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ORGANIZATIONAL

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Organizational Applicant Governing Board → Founding School Board						
Bucket: Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Applicant Governing Board Dissolved, Founding School Board Established; 3 New Members Added (7)	Additional 2 Members On-Boarded (9)	Monthly Trainings	Monthly Trainings; Ready to Open
Facilitator: Alex	*Submit application to the State *Engage board members is interview preparation	*Serve as team lead for Commission interview *Engage board in recruiting additional	*Transition board to founding governing board *Facilitate on-boarding of new board members	*Engage new members in DH history, application, vision, and timeline *Hold monthly meetings (Oct, Nov, Dec)	*Hold monthly meetings (Jan, Feb, Mar) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan	*Hold monthly meetings (Apr, May, Jun) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan

		members to founding board	<ul style="list-style-type: none"> *Engage new members in DH history, application, vision, and timeline *Work with overall board to develop culture, monthly meeting rhythm 	<ul style="list-style-type: none"> *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan *Engage board in selection and welcoming of LST (if applicable) *Support board members in canvassing 	<ul style="list-style-type: none"> *Engage board members in supporting lottery *Engage board members in family outreach *Engage board members in fundraising activities *Support board in partnership connection 	<ul style="list-style-type: none"> *Engage board members in family outreach *Engage board members in fundraising activities *Support board in partnership connection *Engage board in Open Houses
Main Collaborators: Applicant Governing Board; Founding School Board	Prepare for Commission interview	Identify & Recruit Additional Members	Onboard New Members	Co-interviewing, welcome; attend board meetings; attend informational sessions (if applicable); Canvassing	Attend board meetings; attend informational sessions (if applicable); attend lottery	Attend board meetings; attend open houses; engage with families
Outcome	Board Prepared for Commission Interview	Additional Members Identified	Applicant Governing Board dissolved; Founding School Board established; 3 new members on boarded (7 total)	2 new board members on boarded (9 total); monthly meetings; bi-weekly huddle with board chair; multiple board members canvas	All meetings attended; multiple board members at informational sessions, lottery	All meetings attended; multiple board members at open houses; multiple board members engage with home meetings

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Organizational Student Recruitment, Admission & Enrollment						
Bucket: Student Recruitment, Admission & Enrollment	N/A	N/A	Media Release	Complete Canvassing I; 3 Informational Sessions	Complete Canvassing II; 3 Informational Sessions; Lottery Held;	Families Matriculated; Accepted Open Houses (2); Families Ready for Day 1
Facilitator: Alex, Community Coalition	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators *Send media release to local organizations, publics, high-traffic areas *Begin establishing Community Coalition	*Design and conduct canvassing strategy *Host weekend talk story sessions for parents, community members *Host larger informational / Q&A sessions (3) *Build Community Coalition (interested parents, board members, community members) to spread word of	*Continue weekend talk story sessions *Continue informational sessions *Continue work with Community Coalition *Close application *Hold public, open lottery with applicant families *Inform families *Enroll families	*Continue talk story sessions, no more focused on incoming families than advertising school *Visit families at homes for one:one time *Design 2 Open Houses for incoming families (with board, LST, Community Coalition) *Host open houses and engage families in summer prep *Bi-weekly communication

				school and activate networks, increase interest *Open website and online application		with families through the summer; open door policy
Main Collaborators: Founding School Board, Non-Profit, Leadership Support Team, Community Coalition	N/A	N/A	Funding; Community Coalition building	Support with canvassing; support / attending informational sessions	Support with canvassing; support / attending informational sessions; support with lottery (design, attend)	Attend open houses and conduct home meetings (as necessary / feasible; weekends)
Outcome	Conversations Held	Conversations Held	Conversations Held; Media Released to Ewa Beach families	Canvassing Old Ewa Beach; 3 Informational Sessions Held	Canvassing Old Ewa Beach; 3 Informational Sessions Held; Lottery Held; Families Enrolled	2 Open Houses Held; Bi-weekly Communication Conducted; Students Officially Enrolled as 2017-18 DH students

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Organizational Parent Involvement & Community Engagement (Similar to Recruitment, Admission & Enrollment)						
Bucket: Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Facilitator: Alex, Community Coalition	*Support Applicant Group Board Members in connecting with parents and community members *Conduct direct outreach to community groups (local, state, national) to discuss charter	*Continue to support conversations *Continue to drive communication with partner groups	*Set up monthly meetings at central Ewa Beach location and market to groups, individuals that talk stories will be happening nearly every weekend and some week nights *Engage in small group conversations, one:one, and follow-up *Build awareness of charter vision, open door and partnership policy, and build	*Continue monthly meetings and engaging in small group conversations, one:one, and follow-up *Deepen awareness around vision, charter, students and population to be served *Reach out to organizations directly to explore partnership opportunities *Engage active parents and	*Continue monthly talk stories with emphasis on lottery *Continue conversations and relationship-building with local, state, national organizations *Co-design lottery experience with Community Coalition *Execute lottery as LST and engage community for support *Alex drives	*Continue monthly talk stories - admitted family focus, awareness and partnership focus *Co-design open house 1 & 2 with Community Coalition *Conduct Open House 1 (April) *Meeting with families at their homes (LST, board support) *Alex empower Community Coalition to operate

	application, vision, and potential partnership opportunities		institutional and personal relationships through availability and community time *Reach out to organizations directly to explore partnership opportunities	community leaders in Community Coalition; set vision, begin outside meetings, and activate network	Community Coalition monthly meetings and work	autonomously (still participate) *Continue to deepen and align partnerships (See Student Recruitment, Admission & Enrollment for additional detail)
Main Collaborators: Founding School Board, Non-Profit, Leadership Support Team, Community Coalition	Engage in conversations with parents in community	Engage in conversations with parents in community	Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary) and market engagement opportunities	Community Coalition: parents and community members join and shape vision and working function; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary) and market engagement opportunities	LST: attend talk stories, market lottery; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary), attend lottery, market engagement opportunities	LST: attend talk stories, market lottery; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary), market engagement opportunities
Outcome	Conversations Held	Conversations Held	Conversations Held; multiple talk stories per month	Conversations Held; multiple talk stories per month; Community	Monthly Talk Stories Held; Lottery Co-Designed; Lottery	Monthly Talk Stories, Partnerships Online,

				Coalition founded	Held and Community Organizations Engaged	Community Coalition Working Autonomously; Home Visits Conducted
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Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Organizational Non-Profit Involvement						
Bucket: Non-Profit Involvement	High Priority Year 0 Grants Written	Tier II Year 0 Grants Written	Tier III Year 0 Grants Written; Recruit & Build Board	Financial Strategy for the Year Finalized; Recruit & Build Board	High Priority Year 1 Grants Written; Recruit & Build Board	Tier II Year 1 Grants Written; Recruit & Build Board
Facilitator: Alex	*Continue to engage board around school, vision, plan *Activate board to fundraise (assist with grant writing) and friendraising / connecting *Continue	*Continue to engage board around school, vision, plan *Continue activating board to fundraise (assist with grant writing) and friendraising / connecting	*Continue activating board to fundraise (assist with grant writing) and friendraising / connecting; support in executing year 0 fundraising plan *Engage potential board members in joining *Conduct onboarding for	*Continue activating *Hold quarterly meeting (bi- weekly check-in with chair) *Encourage, support, increase friend raising; support in executing year 0 fundraising plan *Lead write high priority grants	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct onboarding for	*Continue activating *Hold quarterly meeting (bi- weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct

	search and conversations for additional board members *Lead write high priority grants for Year 0 funding	*Continue search and conversations for additional board members *Lead write high priority grants for Year 0 funding	new board members *Lead write high priority grants for Year 0/1 funding	for Year 0/1 funding *Conduct onboarding for new board members	new board members	onboarding for new board members
Main Collaborators: Non-Profit Board, Founding School Board Chair	Non-Profit: Support in grant writing and connecting with potential board members	Non-Profit: Support in grant writing and connecting with potential board members	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit
Outcome	High Priority Grants Written & Submitted; Additional Board Members Identified	High Priority Grants Written & Submitted; Additional Board Members Cultivated	High Priority Grants Written & Submitted; Additional Board Members Recruited & On-boarded (+2)	Additional Q4 Grants Submitted; Additional Board Members Recruited & On-boarded (+2)	Q1 2017 Grants Submitted; Additional Board Members On-boarded (+1)	Q2 2017 Grants Submitted; Additional Board Members On-boarded (+1)

Timeline**Jan-Mar**
'16 (Q1)**Apr-Jun**
'16 (Q2)**Jul-Sep**
'16 (Q3)**Oct-Dec**
'16 (Q4)**Jan-Mar**
'17 (Q1)**Apr-Jun**
'17 (Q2)

Organizational Facility						
Bucket: Facility	Identify	Explore	Secure	Renovate	Renovate	Prepare for Open
Facilitator: Alex, Non-Profit	*Generate short list of viable short- and long term options *Conduct due diligence and research *Conduct outreach to pertinent parties *Activate network surrounding real estate, facilities, and options in Ewa Beach *Explore potential general contractors, builders for renovation team	*Engage land and building holders and explore options *Leverage network and consultants in order to negotiate contingent contract for land and school development *Set up permitting needs and requests *Set up renovation team and contingent timeline	*Enter into contract and acquire land/facilities *Hire contractor and renovation team *Submit for permitting, inspection, etc.	*Monitor and engage with renovation team *Engage with permitting, inspection, and other pertinent processes and pre-opening needs	*Monitor and engage with renovation team *Schedule inspection	*Monitor and engage with renovation team *Assist with contractual wrap-up, payment, inspection, etc. *Activate Community Coalition, community, admitted families to paint, prep grounds for school (summer)
Main	Network	Network	Non-profit: enter	Non-profit:	Non-profit:	Non-profit:

Collaborators: Non-Profit Board, Founding School Board	activation and connecting	activation and connecting; Non-profit: contractual due diligence	contract, hire renovation team	contractual monitoring and execution	contractual monitoring and execution	contractual monitoring and execution
Outcome	Facilities Identified	Short List Probable; Contingent Contract Negotiated	Facility Contract Signed; Submit for Permits	Renovation Commenced; Permits Acquired	Renovation on Schedule; Inspection Scheduled	Renovation Complete; Pass Inspection School Ready for Students

Timeline	Jan-Mar '16 (Q1)	Apr-Jun '16 (Q2)	Jul-Sep '16 (Q3)	Oct-Dec '16 (Q4)	Jan-Mar '17 (Q1)	Apr-Jun '17 (Q2)
Organizational Tech						
Bucket: Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare
Facilitator: Alex, Leadership Support Team (Operations Manager)	*Source potential tech partners, third-party providers, platforms, and systems	*Continue sourcing *Land on internet, security, hardware, software, e-mail, internal database, parent	*Outreach to aforementioned groups *Ask for demo; engage with demo; frame contract and potential partnership	*Enter into contracts; make payments; receive services *Consult with providers to design platforms *Engage Operations Manager as	*Train Leadership Support Team *Train and empower Operations Manager to own much of this bucket *Engage Founding School Board in understanding playbook	*Engage hired teachers with playbook; support initial engagement with tech systems and platforms *Mainly support Operations Manager in owning this bucket

		communication system, grading, and additional platforms		soon as hired *Begin framing and building platforms and tech orientation playbook	*Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers to plan Q2 installation and getting school online	*Conduct outreach to parents and families for use of systems *Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers and ensure get school online
Main Collaborators: Founding School Board, Non-Profit Board, LST	N/A	N/A	Non-profit financial support committed	Non-profit financial support executed	Non-profit financial support; founding school board is introduced to tech and briefed on how it supports academic, organizational, and financial plans	Non-profit financial support; LST supports teachers over summer
Outcome	Short List Created	Identify Providers & Partners	Demo of all Services; Contracts Framed; Costs Known	Services Obtained; Systems Framed; Playbook Drafted	Playbook Disseminated; Board Briefed; LST Trained	School and Systems Online; Teachers Briefed; Parents and Families Briefed

FINANCIAL

Timeline	<u>Jan-Mar</u> '16 (Q1)	<u>Apr-Jun</u> '16 (Q2)	<u>Jul-Sep</u> '16 (Q3)	<u>Oct-Dec</u> '16 (Q4)	<u>Jan-Mar</u> '17 (Q1)	<u>Apr-Jun</u> '17 (Q2)
Financial Cash Flows: Facilities						
Bucket: Cash Flows: Facilities Funding	Establish Funding Pathways	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Facilitator: Alex	*Engage local banks (BOH, FHB CPB, ASB, NHB), HEDCO to discuss credit facilities for school renovation, portable purchase / rental *Model / project cash flow needs, timing, and syndicate structure *Engage potential promisor	*Structure contingent credit facilities (term loan, revolver) with multiple banks *Finalize cash flow projections for budget, philanthropic need *Select promisor *Prepare for Commission decision with banks, renovation team	*Enter into funding contract with bank(s) *Release funds to renovation team *Engage board and promisor with debt service needs, projections	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility

Main Collaborators: Non-Profit Board, Promisor	Board members review and concur with exploratory conversations; Promisor considerations	Board members review and concur with contract architecture and cash flow, partnership structure; Promisor pledge	Board members review and concur with contract and sign; Promisor signs	Board member and Promisor engagement with credit facility and debt service management	Board member and Promisor engagement with credit facility and debt service management	Board member and Promisor engagement with credit facility and debt service management
Outcome	Initial Conversations Held with Local Financial Institutions; Promisor(s) identified	Contingent Structure to Credit Facilities Reached; Promisor Signed	Funding Released	Debt Serviced	Debt Serviced	Debt Serviced

Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Financial Cash Flows: Fundraising						
Bucket: Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation

Facilitator: Alex	<ul style="list-style-type: none"> *Hold conversations with multiple potential funders sharing vision for school *Lead write and submit tier I funding opportunities (see fundraising / financial plan) *Engage non-profit and founding school board in cultivating strategic relationships and ushering application 	<ul style="list-style-type: none"> *Continue conversations with funders *Support Boards in ushering applications and raising awareness *Lead write / submit Tier II applications 	<ul style="list-style-type: none"> *Share news with funders *Request immediate funding; thank you notes; media release; increase publicity around support *Continue board support *Continue grant writing, submit *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections
Main Collaborators: Non-Profit Board, Founding School Board	Engage networks and raise awareness about fundraising initiative; sign off on grant proposals; usher application	Engage networks and raise awareness about fundraising initiative; sign off on grant proposals; usher application	Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications	Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications	Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications	Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications

Outcome	Submit Tier I Applications (6)	Submit Tier II Applications (5)	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding
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Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Financial Cash Flows: State & Federal Funding						
Bucket: State & Federal Funding	HOLD	HOLD	HOLD; Explore Securitization or Borrowing Against Expected Funding	HOLD	HOLD	Receive 60% Per Pupil Funding (July)
Facilitator: Alex	*Monitor legislative movement; advocate as necessary *Engage with Commission regarding funding differential and changes *Assess national	*Continue monitoring local funding climate from state sources *Deepen exploration of national options *Connect with national agencies *Follow up with	*Engage with Commission around reasonable expectations and funding projections and climate; model projections *Explore securitizing future cash flows via bond / structured product with local	*Maintain Commission communication *Monitor any changes in funding outlook *Continue exploring securitization strategy *Submit grants to national mechanisms for 2017 funding (i.e.	*Maintain Commission communication *Monitor any changes in funding outlook *Re: securitization - TBD; this is contingent on banking relationship and structured product	*Engage Founding School Board and Commission in contractual agreement; sign *Receive funds and re-project, model cash flows *Engage non-profit board for additional financial projections *Engage primary bank in money

	landscape and consider funding mechanisms	Commission regarding past legislative sessions and climate	financial institutions and potential Promisors	USDOE CSP) *Explore banking relationship to support financial transactions	feasibility *Establish banking relationship	flow, holding, management, transactions
Main Collaborators: Non-Profit Board, Founding School Board	Advocate as necessary; connect with Commission as necessary	Advocate as necessary; connect with Commission as necessary	Connect with Commission regarding expectations and projections	Maintain Commission discussion	Maintain Commission discussion	Maintain Commission discussion; sign contract
Outcome	Funding Monitored	Funding Monitored	Funding Monitored; Securitization explored	Funding Monitored; National Funding Applications Submitted	Funding Monitored; Banking Relationship Begins	Funding Received

Timeline	<u>Jan-Mar '16 (Q1)</u>	<u>Apr-Jun '16 (Q2)</u>	<u>Jul-Sep '16 (Q3)</u>	<u>Oct-Dec '16 (Q4)</u>	<u>Jan-Mar '17 (Q1)</u>	<u>Apr-Jun '17 (Q2)</u>
Financial Cash Flows: Expenses						
Bucket: Expenses	N/A	N/A	Media announcement, website development	Personnel, facilities, outreach, partnership-building, recruitment, events	Personnel, facilities, outreach, partnership-building, recruitment, lottery, events	Personnel, facilities, outreach, partnership-building, events, materials

Facilitator: Alex	<ul style="list-style-type: none"> *Model anticipated expenses and project cash in / outflows *Build diversified revenue streams and contingencies based on expense model *Project risk and revenue sensitivity 	<ul style="list-style-type: none"> *Monitor changes in projected Year 0, Year 1, and Years 1-3 budgets (3) *Update budget and share with board(s) *Generate contingency expense coverage 	<ul style="list-style-type: none"> *Update budget given cash flow realization beginning Aug. 2016 *Share Year 1 budget with non-profit board and founding school board; revise; approve *Incur expenses aligned to Year 0 budget (see budget; i.e. media, personnel, tech) *Track receipts, reimbursements via online system (TBD) 	<ul style="list-style-type: none"> *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies 	<ul style="list-style-type: none"> *Draft Year 1 budget; pressure-test *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies 	<ul style="list-style-type: none"> *Finalize Year 1 budget *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Update budget given new funding stream *Monitor expenses, retained earnings *Monitor contingencies
Main Collaborators: Non-Profit, Founding School Board	N/A	Engage with budget (high level)	Engage, approve budget (both boards)	Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies	Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies; Engage with Year 1 budget	Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies; Approve Year 1 budget
Outcome	Expenses	Expenses	Year 0 Budget	Monthly	Year 1 Budget	Year 1 Budget

	Modeled	Updated; Contingencies Solidified	Complete	Expenses Fall At/Under Budget	Drafted; Monthly Expenses Fall At/Under Budget	Approved; Monthly Expenses Fall At/Under Budget
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Vision for leading pre-opening development phase | The pre-opening phase will be strategically executed through full- and part-time personnel and stakeholders aligned to the vision, mission, and pre-opening steps needed to open the school for the 2017-18 school year. Aligned to the DreamHouse Ewa Beach start-up plan and supported by DreamHouse, Inc., start-up personnel will build momentum through network activation, connecting resources and people, and cultivating individual and institutional support across a broad spectrum of stakeholders.

Capable individuals and groups who will lead development and implementation of the plan | As highlighted in the Overall Plan, the following individuals and groups will be engaged in pre-opening strategy and procedures:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership Support Team
- Community Coalition

Funding for implementation personnel | Written into the bylaws for both the school and the non-profit, no board member shall be compensated for services rendered; the same rationale will be applied to the Community Coalition as it is developed. Expenses pertaining to meetings, events, reimbursements, and associated costs will be taken into consideration.

The founding school director will be a full-time, paid staff member of the proposed school upon application approval; DreamHouse, Inc. will be responsible for funding. Stipend structures for Leadership Support team will be considered on an individual basis given availability, geographic proximity to operations, and hours worked; the same will apply to the founding teaching team, primarily for spring and/or summer engagements before teachers are official employees of the school (technically, teachers are not “required” to invest time in pre-opening phase, however it will be highly encouraged, compensated, and in their best interest while transitioning onto the school team).

Plan for leading the development of the school during its pre-opening phase | Aligned to the start-up operations detailed in the Overall Plan, the following matrix offers a framework for what individuals and groups will be responsible, at which point during start-up, and for (approximately) how much time. *Note: this is subject to change given hiring and availability of various personnel.*

Pre-Opening Phase Personnel Involvement & Timeline

	Q1 ('16) Jan Feb Mar	Q2 ('16) Apr May Jun	Q3 ('16) Jul Aug Sep	Q4 ('16) Oct Nov Dec	Q1 ('17) Jan Feb Mar	Q2 ('17) Apr May Jun
Founding school director	Full-time lead facilitator, team lead, and point of contact through pre-opening phase <i>Hours/Week: 50-70+</i>					
Applicant governing board	Collaborate with and support application process <i>Hours/Week: 3-5</i>		<i>Reconstituted</i>			
Founding school board	<i>Not yet founded</i>		Collaborate with and support founding school director through training, fundraising, awareness, recruitment, and development <i>Hours/Week: 5-8</i>			
Non-profit board	Support founding school leader and founding school board in training, fundraising, friend-raising, and building awareness; engage in real estate and renovation process <i>Hours/Week: 3-5</i>					
Leadership Support team	<i>Not yet founded</i>			Collaborate with founding school director through training, school design, family recruitment, and teacher recruitment <i>Hours/Week: 5-10</i>		
Community Coalition	<i>Not yet founded</i>			Support founding school board and leadership support team through family recruitment, awareness building, and planning <i>Hours/Week: 1-2</i>		

Founding teaching team	<p><i>Teaching team not yet founded</i></p>	<p>Stipend- driven, encouraged PD / engagement <i>Hours/Week: 3-5</i></p>
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Attachment GG – Evidence of Commitment for Funds

A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as Attachment GG (no page limit), for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

DreamHouse Inc. has met with and discussed partnership opportunities with multiple Hawai'i-based foundations and education investors and has been invited to submit grant proposals due to alignment with past projects, current educational landscape, and the opportunity presented in Ewa Beach. As detailed in our Start-up Project Management Plan, grant writing and fundraising is currently underway in Q1 (Jan-Mar 2016) and we do not anticipate, nor have we requested funds to be transferred to DreamHouse prior to the Commission's decision. The first found of anticipated funding and commitments is not until Q3 (Sep 2016).

Note: multiple funders mentioned that they would not recommend to their board funding a proposed charter school that does not yet have approval from the State, nor would they allocate funds to that charter school before such a decision due to fiduciary responsibility they have to actively invest their foundation's funds in current projects; asking for funds or a commitment of funds more than half a year from the Commission's decision was not viewed favorably. Our strategy, however, will be to submit proposals with a contingency clause: "if the foundation looks favorably upon our request, then money would be earmarked for August / September 2016, and disbursed shortly thereafter if the Commission renders an affirmative decision." This is a viable strategy that we are employing with our Q1 grant-writing timeline, with submissions coming closer to Q2.



February 8, 2016

State Public Charter School Commissioners
1111 Bishop St. Suite 516
Honolulu, HI 96813

Re: Support for DreamHouse Ewa Beach Charter School

Honorable Commissioners:

Please accept this letter in support of the charter application for the DreamHouse Ewa Beach public charter school.

Charter Schools Development Corp ("CSDC") is the largest national Community Development Financial Institution ("CDFI") focused exclusively on the financial and facility needs of charter schools. CSDC promotes community development by providing financing and real estate services to client schools serving its Low Income Targeted Population ("LITP"), i.e. those: 1) serving a majority of students eligible for the Federal Free or Reduced Price Lunch program under the National School Lunch Program, which is the national standard for assessing poverty in schools; 2) located in economically distressed census tracts; 3) located in communities with a large number of poor or underperforming district schools as evidenced by sustained failure to achieve Adequate Yearly Progress; and/or 4) in communities with little school choice options. CSDC will finance acquisition, site development, construction financing, leasehold improvements and mini-permanent loans for facilities for new and early stage charter schools. Since inception, CSDC has provided over \$70 million in funding more than 100 schools in 27 states plus the District of Columbia creating over 42,500 students seats (60%+ low income), and leveraged over \$425 million in private capital financing and lease commitments for more than 4,400,000 sf of safe, modern and efficient educational facilities. CSDC's wholly owned subsidiary, Charter FS, LLC has advised and assisted 122 schools in procuring \$214 million short and long-term financing for facilities and capital improvements.

Our website at www.csdc.org can also give you additional information.

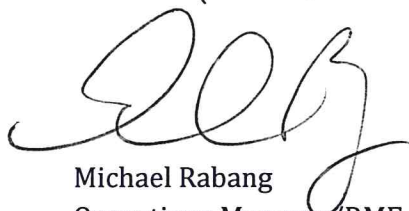
To: Commissioners, State Public Charter School Commission
From: Michael Rabang, Operations Manager/RME
Date: February 4, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support as an indication of our commitment to fully explore potential facility options through a partnership with DreamHouse Ewa Beach. DreamHouse Ewa Beach and Hawaii Modular Space have engaged in multiple conversations around need and possibility within the Ewa Beach area. Population growth and development has put tremendous pressure on the Campbell-Kapolei complex; schools are over capacity, resources are limited, and the educational options that exist are facing tremendous headwinds. We hope that our innovative solutions can help DreamHouse Ewa Beach get off the ground and move towards facility sustainability.

Hawaii Modular Space is a licensed General Contractor in the State of Hawaii who specializes in modular construction. They have provided numerous modular educational facilities in the State of Hawaii for 25 years.

I am confident that DreamHouse Ewa Beach and Hawaii Modular Space can explore viable, sustainable options to support the children of Ewa Beach. Thank you for your time and consideration and please reach out with any questions at all.



Michael Rabang
Operations Manager/RME
Hawaii Modular Space, a Division of Williams Scotsman, Inc.
Contractor's License Number: BC-27670



To: Commissioners, State Public Charter School Commission
From: Peter Anderson, FAIA, M.Arch, Harvard GSD 1988
Date: February 9th, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Chairwoman Payne and Commissioners,

Please accept this letter of support as an indication of our commitment to fully explore potential facility options through a partnership with DreamHouse Ewa Beach. DreamHouse Ewa Beach and Anderson Anderson Architecture have engaged in multiple conversations around need and possibility within the Ewa Beach area. Population growth and development has put tremendous pressure on the Campbell-Kapolei complex; schools are over capacity, resources are limited, and the educational options that exist are facing tremendous headwinds. We hope that our innovative solutions can help DreamHouse Ewa Beach get off the ground and move towards facility sustainability.

Our firm, Anderson Anderson Architecture, has been involved with the design and construction of award-winning prefabricated building projects for more than 20 years, including a number of school building projects very similar to what is envisioned for the DreamHouse Ewa Beach.

Most specifically, we are the architects who designed the Zero Net Energy Relocatable Classroom for Ewa Beach Elementary in the same general neighborhood. Our team was selected for that project through a competitive RFP process by the State of Hawaii Department of Education. The building was completed approximately two years ago and is in a post-occupancy evaluation phase, with preliminary indications that the building is outperforming expectations, and returning far more energy than it consumes. The design has received numerous international awards and has been widely published.

Other recent clients for our prefabricated school classrooms include Harvard University, and Tufts University. All these projects and more of our work can be seen on our website www.andersonanderson.com.

I am confident that DreamHouse Ewa Beach and Anderson Anderson Architecture can explore viable, sustainable options to support the children of Ewa Beach. Thank you for your time and consideration and please reach out with any questions at all.

Sincerely,

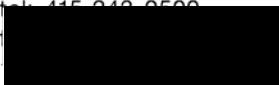


Peter Anderson, FAIA, M.Arch., Harvard GSD 1988

Principal, Anderson Anderson Architecture



90 Tehama Street
San Francisco, CA 94105
Tel: 415 842 8588



We believe that DreamHouse Ewa Beach will be an effective educational alternative for families on O'ahu and provide a much need educational option for families in the immediate Ewa Beach neighborhood.

CSDC has been asked to assist DreamHouse with their facilities needs and we look forward to working with them.

Please feel free to contact me if you have any questions about our programs or support we provide to charter schools nationally.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Laura A. Fiemann', with a long horizontal stroke extending to the right.

Laura A. Fiemann

Senior Vice President

Charter Schools Development Corporation



To: Commissioners, State Public Charter School Commission

From: Barbara Best, Director of Student and Fellows Programs, Harvard Kennedy School
Center for Public Leadership

Date: January 29, 2016

Subject: Support of Alex Teece for his leadership in proposing the DreamHouse Ewa Beach
Public Charter School Initiative

Dear Commissioners:

I am writing to attest to the enormous leadership potential of Alex Teece, who is a prestigious Zuckerman Fellow at the Harvard Kennedy School Center for Public Leadership. Created in 2005 by Mort Zuckerman, chairman and editor-in-chief of the *U.S. News & World Report*, the Zuckerman Fellowship provides scholarships and leadership development programming to outstanding students and emerging leaders who have or are pursuing degrees in business, law, or medicine to receive a master's degree at one of Harvard's public service schools: the Harvard Kennedy School; the Graduate School of Education; or the T. H. Chan School of Public Health. The Zuckerman Fellowship is highly selective, and our alumni are some of our nation's most promising emerging leaders, including Congressman Seth Moulton, a former Marine Corps infantry officer who was elected to Congress in 2014 from Massachusetts.

Alex has been an exceptional leader within the accomplished Zuckerman Fellows community. He is deeply committed to ensuring access to a high quality education for every child and has inspired Harvard faculty, staff and his fellow students in his efforts to create the proposed public charter school DreamHouse. In obtaining a Master of Education in School Leadership at the Harvard Graduate School of Education, Alex is wholly focused on gathering promising approaches and best practice that he can use to benefit the children of Ewa Beach. He is working tirelessly to create a locally governed, public school of choice within Ewa Beach that honors children's culture and heritage as the foundation for leadership development and for helping children realize their full potential and live their values in Hawai'i.

I have seen firsthand Alex's leadership in engaging the community of Zuckerman Fellows as partners to strengthen public education in historically marginalized communities. During a recent field experience trip to the Rio Grande Valley region of South Texas along the Mexican border, Alex led a visit to IDEA public schools, an impressive public charter school network that serves 20,000 Texas students with the goal of getting 100% of students to and through

college. Alex arranged for a group of 25 Harvard Kennedy School staff and students to visit the flagship high school and international baccalaureate program in rural South Texas and facilitated a tour, conversations with administrators, teachers, college counselors and students that deepened our understanding of policy solutions and educational models to promote equity with excellence. By tapping his extensive network and knowledge of the education field, Alex inspired our graduate student leaders by showcasing excellent instruction, highly engaged students and impressive outcomes in getting first generation students from rural communities to and through college – our nation’s premier anti-poverty strategy.

Alex seeks to bring this same focus on excellence with equity to his adopted home state of Hawai‘i – but with a deep commitment to an educational model centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands.

Alex is a person of strong moral character who is mission driven and deeply committed to providing an excellent, culturally competent, locally governed public school of choice within Ewa Beach. I am inspired by Alex and his team’s passion for and commitment to DreamHouse and have great confidence in his integrity, character and leadership potential to serve the children of Ewa Beach.

Thank you for your time and consideration and please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,





HARVARD
GRADUATE SCHOOL OF EDUCATION

To: Commissioners, State Public Charter School Commission
From: Jed Lippard, Ed.D., Harvard Graduate School of Education
Date: February 9, 2016
Subject: Support of Founding School Director and DreamHouse Ewa Beach Charter Initiative

Dear Chairwoman Payne and Commissioners:

Please accept this letter of support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach.

Alex was a student in my Fall 2015 course Charter Schools - Issues of Practice and Policy in American Public Education at the Harvard Graduate School of Education. Alex brought with him energy, passion, and conviction around this project each and every class. He would often bridge our conversations to the Hawai'i context, many times staying after class to engage in deeper discussions with students and teaching staff around the Hawai'i education system, charter landscape, the Ewa Beach community, and the vision for DreamHouse. He offered insight, analysis, personal anecdotes, and hope with regard to Hawai'i's public schools. His final project was a 60-slide PowerPoint and 30-page paper on the proposed school that was presented to a panel of school leaders, colleagues, and high school students.

Through my work as a school founder, school leader, President of the Board of Directors of the Massachusetts Charter Public School Association, and professor at Harvard, I have come to appreciate the passion and potential of my students. Alex is someone who I believe is deeply committed to Hawai'i, to the children of Ewa Beach, and to the vision of affirming those children in their identities while empowering them as leaders. He proved it in my class, and I see him showing it by submitting this application as his next step towards opening this school.

Thank you very much for your time and consideration.

Jed Lippard, Ed.D.
Head of School, Prospect Hill Academy Charter School
Professor, Harvard Graduate School of Education



JOSIAH QUINCY UPPER SCHOOL

吳士中學



To: Commissioners, State Public Charter School Commission

From: Richard Chang, Stephen Cirsuolo

Date: February 3, 2016

Subject: Support of Alex Teece and DreamHouse Ewa Beach Public Charter School Initiative

Dear Chairwoman Payne and Commissioners,

Please accept this letter as support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. We are aware that population growth and development in the community where Alex taught is putting pressure on existing educational programs and that Alex is working alongside of educators, community members, and families to create new options.

Alex has joined us at the Josiah Quincy Upper School (JQUS) in Boston this year as a principal intern as part of his School Leadership Program at the Harvard Graduate School of Education. Josiah Quincy serves students predominantly from low-income backgrounds, delivering an International Baccalaureate curriculum to every child while preparing all for college and career success. The tenets of Alex's program focus on developing him to take agency, facilitate adult learning, lead across lines of difference, and promote equity within education. In addition to his graduate school focus, the State of Massachusetts requires him to 1) analyze data and plan improvement, 2) lead adult learning teams, 3) coach and observe teachers, and 4) engage family and community. Over the course of his time at Josiah Quincy Upper School, Alex has engaged in the following work:

- Serves in daily leadership role in one of two JQUS buildings, often serving as lead administrator in the building
- Coaches individual teachers in planning, lesson execution, and debrief
- Designed and is currently executing outreach program to parents and families within the community to better understand needs and to increase two-way dialogue
- Built literacy support program and protocol for 6th and 7th grade ELA cohort
- Leveraged fundraising skills to write a district-wide grant on behalf of JQUS
- Supports teachers by co-teaching and modeling lessons at times



152 ARLINGTON STREET | BOSTON, MA 02116 | TEL: 617-635-8940 | FAX: 617-635-8945
900 WASHINGTON STREET | BOSTON, MA 02111 | TEL: 617-635-1515 | FAX: 617-635-1524



-
- Engaged fully in our school-wide cultural competency training, offering support to administrators in development, execution, feedback, and integrating the training into the school's culture
 - Working directly with students through corrective action and disciplinary protocol, as well as coaching, teaching, and supporting individual learning

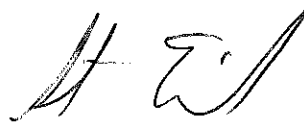
We believe that Alex is on a pathway to developing into the school leader that not only he wants to be, but that a school needs. He brings passion, energy, and commitment to his work, and it has showed at our school and we believe it will carry into his work in Hawai'i. We are happy to be coaching and supporting him in his growth and development as a person and as an aspiring school leader.

Should you have any questions at all, please feel free to contact us at [REDACTED]. Thank you for your time.

Sincerely,



Richard Chang
Headmaster
Josiah Quincy Upper School



Stephen Cirsuolo
Headmaster
Josiah Quincy Upper School

ALEX D. TEECE

EDUCATION

Harvard Graduate School of Education, Harvard University, Cambridge, MA

Expected May 2016

Master of Education in School Leadership: School Development

Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government

Principal Intern, Josiah Quincy Upper School, Boston Public Schools

August 2015 – Present

Simon Business School, University of Rochester, Rochester, NY

June 2012

Master of Business Administration: Finance, Corporate Accounting, and International Management

Teach For America Scholarship, Dean Mark Zupan Scholarship

Study Abroad: Hong Kong University of Science & Technology, Hong Kong

Fall 2011

Graduate College of Education, University of Hawaii, Honolulu, HI

2008 – 2010

Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0

Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity

McInerney Scholarship Recipient; Licensed Teacher in the State of Hawai'i (#SL011259)

Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY

2004 – 2008

Bachelor of Science in Business Administration: Management & Marketing

Study Abroad: Griffith University, Gold Coast, Australia

Fall 2006

EDUCATION EXPERIENCE

Teach For America – Hawai'i Region, Honolulu, HI

2012 – 2014

Director | Development & External Partnerships

- Designed and executed two-year development campaign that led to \$5.9 million raised for regional operations and growth
- Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
- Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals

Teach For America – Summer Training Institute, Phoenix, AZ

Summer 2012

School Director | Teleos Preparatory Academy

- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
- Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
- Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day

Teach For America – Summer Training Institute, Atlanta, GA

Summer 2010

Operations Director | Transportation and Special Events

- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
- Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
- Managed and trained two college interns in project management, relationship management, and strategy execution

Ilima Intermediate School, Ewa Beach, HI

2008 – 2010

Seventh Grade English Teacher | Team Leader

- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
- Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
- Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

Bank of Hawaii – Commercial Credit Group, Honolulu, HI

2014 – 2015

Senior Analyst

- Served as Lead Underwriter for \$98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
- Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients

Morgan Stanley – Public Finance Investment Banking, New York, NY

Summer 2011

Summer Associate | Non-profit Healthcare

- Supported eight deal teams on over \$400 million of municipal security issuances while covering non-profit healthcare clients
- Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over \$200 million

COMMUNITY & INTERESTS

- DreamHouse Inc. Co-Founder, Hakipu'u Learning Center Finance Committee, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, Learning First Board Chair, Big Brother Big Sister of Hawai'i
- Travel and culture, yoga, cooking, fundraising, entrepreneurial ventures, Hawai'i, anthropology

Attachment JJ - School director's job description or qualifications

Please see Attachment II for identified School Director's resume.

I. School Director

The School Director's responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

- Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
- Develop and implement mission-driven programs and policies;
- Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;
- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse's mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws;

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day-to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;

- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to the School Board and Non-profit Board;
- Document and disseminate the school's academic and operational processes;
- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Perform and execute other tasks as assigned by the School Board

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawai'i;
- Experienced public speaker and facilitator of public, group conversation;
- Professional and persuasive writer;

- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

Attachment KK – School leadership and management team’s resumes

If known, identify the individuals who will fill these positions and provide, as Attachment KK (no page limit), the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

Please see Attachment LL for job descriptions for the School Director and founding leadership team members, known as the “Leadership Support Team”.

Attachment LL – School Leadership and Management Team Job Descriptions

This document includes sound job descriptions, qualifications, criteria that will be used to select the members of the Leadership Support Team. Additional members with leadership responsibility will be hired as the school grows; their job descriptions and hiring criteria will be developed by the Leadership Support Team (and the school board) and will be determined based on school needs, growth, and additional factors impacting personnel need.

- I. SCHOOL DIRECTOR**
- II. INSTRUCTIONAL COACH (LEAD)**
- III. SPECIAL EDUCATION LEAD**
- IV. OPERATIONS MANAGER**

I. School Director

The School Director's responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

- Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
- Develop and implement mission-driven programs and policies;
- Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;
- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse's mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws;

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day-to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to the School Board and Non-profit Board;
- Document and disseminate the school's academic and operational processes;
- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Perform and execute other tasks as assigned by the School Board

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;

- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawai'i;
- Experienced public speaker and facilitator of public, group conversation;
- Professional and persuasive writer;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

II. Instructional Coach

The Instructional Coach provides instructional leadership for the academic success of the school. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and leadership support team;
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director, recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based curricula and assessment systems in the core subjects;
- Comply with the charter, accountability requirements, and all relevant law;
- Provide all relevant data, reports and information to the administrative team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations;
- Support the needs of teachers in ensuring all children meet ambitious academic goals;
- Work collaboratively with the School Director;
- Observe teachers on a regular basis, both formally and informally, and provide strategic coaching and feedback, both written and in-person;
- Model lessons for teachers to support development of specific instructional practices;

Specific responsibilities that the Instructional Coach must carry out:

- Develop school systems and structures that maximize student learning;

- Evaluate academic achievement through detailed data analysis and present that information to teachers and leadership support in an easily accessible format;
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement;
- Assist in student recruitment and family outreach;
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school-wide consistency;
- With the School Director, design the school's academic standards, benchmarks, assessments, and curricula to align with state and national standards;
- Assist in the planning and implementation of all teacher professional development;
- Coordinate administration to students of all standardized evaluations including interim assessments, state testing, diagnostics, and other assessments;
- Document and disseminate curriculum units and academic processes;
- Mediate and manage conflicting demands of the teaching staff;
- Establish personnel policies and standards of conduct in conjunction with leadership support team;
- Support with setting and monitoring the teaching schedule;
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required;
- Teach as needed;

A qualified candidate will bring:

- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, curriculum development, and management;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

III. Special Education Lead

The Special Education Lead is the primary manager of all IEP and 504-related accommodations while also implementing and managing the school's response to intervention support platform and coaching and supporting teachers and leadership support in the supporting all students. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and leadership support team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director, recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based social-emotional learning and behavior support programs;
- Manage IEP and 504B accommodations in line with state and federal law;
- Engage with and support parents in the IEP process while handling logistics, administrative duties, liaising with state agencies, and showing unwavering support to every child through this process;
- Partner with local elementary feeder schools to vertically align and streamline supports;
- Model lessons for teachers to support development of specific behavior management and school culture practices;
- Actively manage and implement the school's response to intervention model

Specific administrative responsibilities that the Dean of Academics must carry out:

- Develop school and classrooms systems, rituals, and routines that maximize student learning;
- Provide all necessary resources, training, and materials to the teaching staff to effectively support students' social-emotional development including IEP and 504B supports;
- Support student recruitment and family outreach;
- Assist in the planning and implementation of all teacher professional development;
- Establish personnel policies and standards of conduct in conjunction with the leadership support team;
- Teach as needed;

A qualified candidate will bring:

- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, social-emotional learning, and IEP / 504B accommodation management;

- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

IV. Operations Manager

The Operations Manager will manage financial systems and human resources for the school, implement strategies to meet overarching operational needs, manages the school's nutrition, health and safety programs, and support daily school operations. Leadership skills and characteristics required include the ability to:

- Embody and advocate the mission, vision, and strategic direction of the school;
- Oversee compliance with all federal and state financial reporting requirements;
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.;
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll;
- Prepare for annual audit;
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.;
- Ensure compliance with all employment and records management law;
- Report all pertinent data to leadership support team;
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty;
- Manage development operations including grant writing, document preparation, funder communication, and relationship management;
- Support in the development of relationships with the school's banking institutions and understand cash-flow needs of the school to minimize short-term credit obligations;
- Oversee compliance with all federal and state financial reporting requirements related to nutrition, health and safety;
- Manage student records;
- Manage systems for family communication and engagement;

Specific administrative responsibilities that the Operations Manager must carry out:

- Ensure compliance with generally accepted accounting principles and any additional applicable standards;
- Provide the bookkeeping services for the school;
- Work with School Director on developing the yearly budget;
- Develop financial reports for the School Board and also attend the all Finance Committee meetings;
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes;
- Teach and lead professional development on reporting/finance, health/safety when appropriate;
- Coordinate the purchase of goods and services for the school;

Key qualifications:

- Commitment to DreamHouse’s mission and organizational success;
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions;
- College degree and two years of experience in operations and/or finance preferred
- Ambition and desire to grow as a leader;
- Master’s degree preferred;
- Experience in an educational setting preferred;
- Hawai‘i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai‘i Department of Education and charter school landscape highly preferred.
- Technological proficiency in Microsoft Office, QuickBooks, and/or other financial management software;
- Excellent technical and persuasive writer
- Strong organizational capacity