State Public Charter School Commission
2016-2017 Request for Proposals

Start-up Charter Schools
Narrative Proposal Template

Applications Due:
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For questions, please contact:

Lauren Endo
Applications and Start-up Specialist
Email: lauren.endo@spcsc.hawaii.gov

Table of Contents

I.   School Overview

A. Executive Summary

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

   The founders of IMAG Academy believe that all children are curious, creative and capable of learning. IMAG Academy will be a school with high social and academic expectations regardless of students' socioeconomic background, educational needs or English language challenges. IMAG Academy focuses on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish.

   IMAG Academy's mission is to uncover a student's strengths and potential through engaging in community-centered concerns and projects in a safe, family-like environment that is accepting, supportive, and nurturing.

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

   Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving (IMAG) citizens grounded in their knowledge and capabilities to create and sustain ethnically diverse, successful, and peace-filled communities.

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

   IMAG Academy will be located within the boundaries of the city of Waipahu. It is surrounded by the cities of Kapolei, Ewa, Ewa Beach, Pearl City, and Mililani, known as the central leeward area. The area has over 44,000 of the 180,000+ students within the public school system spread across some of the largest campuses within all school levels. (**Attachment B**).

   The socioeconomic demographics of the Waipahu area highlights a high percentage of the students qualifying for the free and reduced lunch program and higher than our state average will be considered English Language Learners. At least 50% of the students will have scored below the state's targets on Hawaii state summative tests in the year before they enroll at IMAG Academy (**Attachment B**).

The majority of our students will be Filipino (60+%) with several other culturally diverse ethnic groups represented, such as Native Hawaiian, Micronesian, and Samoan. In all groups, family and friends can play a critical role in their level of academic success. School pride and a sense of belonging are important; therefore a positive school culture that provides a safe and nurturing social and learning environment for all students is essential.

4. What unique educational opportunities will your school provide?

Our values guide what we believe and do. Therefore our unique opportunities are…
1. A small, safe learning environment
2. School-supported community-centered projects
3. Strength and growth-based policies and support systems

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

Key components of our educational model
1. Safe & Nurturing Environment - Social-Emotional and Communication Development
2. Real World Connections - Engaged and Deeper Learning
3. Academic Rigor - Content, Performance and Skills Mastery

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

IMAG Academy students and alumni would be able to
1. Create and identify innovative solutions to problems by adapting prior knowledge and skills
2. Make mindful decisions
3. Be a community contributor and team producer
4. Be an active learner of knowledge and skills
5. Communicate effectively
6. Build authentic relationships
7. Resolve conflict respectfully

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

Our assessment of demand in the central leeward area has stemmed from observations, discussions, and interacting with community members. Our attendance at local neighborhood meetings, business meet-ups, workshops and conferences has started important discussions with a number of local business and government agency leaders. We have gained a better understanding of the educational and community concerns and have strengthened a positive connection with community leaders, prospective partners, parents and families.

IMAG Academy is the result of incorporating the voices of parents and educators shared with us at more

than 23 farmers' market and community event booths and 8 informational tables held at our local Walmart stores. These opportunities provided us with one-on-one discussions with over 250 parents or family members and garnered 400 signatures representing approximately 200 prospective students in support of IMAG Academy becoming a charter school.

The partnerships we've formed continue to grow. See **Attachment T and AA** for our letters of intent, memorandum of agreements and understandings. We are especially honored to continue discussing the details of our partnerships with Ho'okako'o Corporation and Athlos Academies. Both organizations offer extensive academic and operational expertise in successful charter school operations.

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

The two Priority Needs of the Commission are to provide more educational capacity in areas where over-crowding exists or schools are at capacity (#1) and to improve academic outcomes where schools are not performing (#2). Due to our educational model and resulting design, we believe we can offer the central leeward area assistance to both priorities and families an option that does not exist today.

Our **community-centered project focused instructional strategy** will offer experiences for all types of learners and will help provide an environment where students will be able to transfer and adapt their knowledge and skills learned in the classroom to solving real concerns of real businesses. It will provide the essential ingredient to student motivation, engagement, and learning; real world connections.

Priority #1: In each school level, the central leeward area has some of the largest campuses within the state of Hawaii as presented in the table below. We will be able to provide relief at all school levels.

Top Five Largest Campuses in Hawaii (SY 2015-16)					
High Schools Grades 9-12	Students Enrolled	Intermediate Middle	Students Enrolled	Elementary Grades K-6	Students Enrolled
Campbell*	3049	Mililani Middle (6-8)*	1836	August Ahrens*	1291
Mililani*	2514	Kapolei Middle (6-8)*	1438	Holomua*	1231
Waipahu*	2475	Waipahu Inter (7-8)*	1339	Ewa*	1086
Farrington	2316	Maui Waena (6-8)	1143	Waipahu Elem*	1078
Kapolei*	2038	Kaimuki Middle (6-8)	1008	Maili	1015

*- Central Leeward Area School

Priority #2: Although the schools in our complex and surrounding area are doing great things, there are students not engaging in these phenomenal programs. Some of the statistics of our complex area and surrounding areas are presented below. As we've accepted the percentages of these statistics as

normal and acceptable, of particular concern is when these percentages are converted to represent an actual person. The **number** of students *not* achieving and in some cases dropping out of school are astounding. As a community resource and an educational partner, IMAG Academy would become part of the great programs offered by the complex areas and be able to provide an option to these concerns.

Annual High School Statistics – Central Leeward Area					
High Schools	**Students Enrolled**	**% of Drop Outs**	**# of Drop Outs**	**4 yr % of Graduate**	**# of Students NOT Graduating**
Waipahu	2475	17.1%	423	79.8%	500
Campbell	3049	11.0%	335	86.7%	406
Kapolei	2038	13.4%	273	84.6%	314
Leilehua	1699	17.7%	301	82.2%	302
Mililani	2514	5.2%	131	92.9%	178
Total # of Students	**11775**		**1463**		**1700**

Source: School Status & Improvement Reports – SY 2015-16

Achievement Performance – Test Scores – Waipahu													
				English			Math			Science		
	School	Grades	# Students Enrolled	# of Students NOT Met	Met %	Complex	# of Students NOT Met	Met %	Complex	# of Students NOT Met	Met %	Complex
1	August Ahrens	K-6	1291	671	48%		658	49%		723	44%	
2	Honowai	K-6	723	477	34%		448	38%		484	33%	
3	Kaleiopuu	K-6	867	486	44%		477	45%		460	47%	
4	Waikele	K-6	604	278	54%		332	45%		344	43%	
5	Waipahu	K-6	1078	722	33%	54%	733	32%	54%	582	46%	60%
6	Waipahu Inter	7-8	1339	870	35%	46%	924	31%	41%	844	37%	40%
7	Waipahu High	9-12	2475	1262	49%	58%	1708	31%	36%	1733	30%	33%
	Totals		8377	4,767			5,280			5,169		

Source: StriveHI School Accountability Reports – SY 2015-16

Dissemination of knowledge to others. We are driven by our vision to be a community resource and we have purposefully built our school organization to collaborate and share. Our schedule invites partners from the community, including other schools. In addition, IMAG Academy Lab is specifically designed as a collaborative space for students, partners, parents and educators to come together and experience learning and innovative solution development with our community opportunities and concerns in mind.

B. Enrollment Summary

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

   The Enrollment Plan is provided in **Attachment A**-Enrollment Plan.

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

Our decision to be a K-12 school is based on how important every stage of a child's life is and where they spend their time during the school day can make a big difference in their choices and eventual success as an adult. Therefore every grade is an opportunity to make a difference in a child's life. In the central leeward area, the large school campuses at all school levels and limited high school options provide the basis for our enrollment plan rationale.

The rationale for the selected grade levels for our first year is based on the changing landscape of education options within the central leeward area.
1. Entry and transition grades for Waipahu are K, 7, and 9. Grade 6 is a transition grade for middle schools in adjoining areas; Mililani, Kapolei and Wheeler and Wahiawa. Grade 1 is considered a transition for students into a more traditional school setting and it is the first mandatory grade.
2. Grade 8 was selected as a possible time for students to move before transitioning into high school.

The rationale for the number of students per grade was based on the following (Reference **Attachment B**).
1. Largest schools in the State with thousands of students within and around our Waipahu Complex Area.
2. Large number of students exiting the grade within and around our Waipahu Complex Area.

The rationale to start our first year with 9th grade was to serve as a high school option for...
1. Our first public charter school serving high schoolers in the central leeward area.
2. Exiting private school 8th graders within the central leeward area.
3. Exiting Kamalani Academy 8th graders
In all cases, a ninth grade would provide students and families a small, public charter school option rather than returning back to a large public school or having to transfer to a private school in another city.

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

Attachment B provides summary tables from a multitude of HI DOE reports and documents. It also includes a list of 400 supporters which continue to grow via our website and Facebook pages.

Waipahu area. We found the full-time educational choices within Waipahu limited to large public school campuses or small private schools. As presented in **Attachment B**, there are approximately 12,300 eligible students within the Waipahu Complex of which only 8,377 students are enrolled.

Public Charter Schools. There is one charter school, Hawaii Technology Academy (HTA) in Waipahu, but it does not provide a full-time option for families.

Private Schools. There are four private schools in Waipahu enrolling approximately 827 students across all school levels. All are faith-based. Only one offers all grades K-12. The other three are PK – 8. A

private school education requires a tuition ranging $5,950 to $7,400 per year.

Central Leeward Area. Our neighboring public school complex areas are Kapolei, Campbell, Mililani and Leilehua. Within these areas, there were about 44,779 eligible students in school year 2014-15, of which 32,656 were attending HI DOE public schools within these central leeward area communities.

Public Charter Schools. There will be one new public charter school, Kamalani Academy for grades K-8.

Private Schools. There are 11 private schools enrolling approximately 2,578 students across all school levels. Only 2 of these schools are independent, the rest are faith-based. In addition, only 6 of them are K-12 while the remaining 5 are K-8. The tuition range is $4,750 to $15,675 per year.

In summary, our large central leeward area public schools could welcome some relief. Considering public school students only, the number of eligible students to attend IMAG Academy ranges from mid-8,000 (Waipahu) to over 40,000 (Adjoining Complexes). Whichever viewpoint, another educational option is needed within this area, especially at the secondary school level. When approved, IMAG Academy will be the only public, tuition-free full day school option focused on creating a small, family environment for our students, parents and community through the use of community centered projects.

More importantly, it has been suggested by research, that socially diverse and economically disadvantaged populations, like ours in the central leeward area, may find student achievement negatively affected by large student bodies (Stevenson, 2006). Research recommends that relatively smaller school campuses, more than smaller class size, could create a more trusting, safe and nurturing culture and better learning environment (Stevenson, 2006). IMAG Academy, when considered by each of its school levels, are small schools that will consist of a total of 750 students; 350 primary school students (K-6) and 400 students in our secondary school (7-12). This is a stark contrast to all public schools within the central leeward area.

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

   Parent & Family Involvement. The School Family (as described by Dr. Becky Bailey in II.B.6) is an extension of our students' family, therefore parents, guardians and families are an important aspect of our school. We strongly believe we must work together to create the best school for all school members, therefore our family programs are built upon interaction and connection.

   Community Partnerships. As a community resource our vision is to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Our community-centered projects are essential to providing our students a more engaged and deeper learning opportunity and community partners is a built-in component. In support, we have incorporated community project time and events into our weekly schedule. Community member volunteer opportunities will also be focused on integrating a member's strengths and/or core business concerns to school needs.

   Community Programs and Partner Opportunities

- Community Project Partner – ie Guest speakers
- Community Project Partner – Provide the community focus of our semester project
- Wednesday Lunch with Mentors and Parents
- Community Advisory Group (Described in **Attachment Q**)

Summary of Community and Parent Voice. IMAG Academy is the result of incorporating the voices of parents and educators shared with us over the last 7 years and more recently at more than 23 farmers' market and community event booths and 8 informational tables held at our local Walmart stores. These opportunities provided us with one-on-one discussions with over 250 parents or family members representing approximately 200 prospective students. Along with our website we've garnered over 400 signatures in support of IMAG Academy becoming a charter school. Our recent use of our Facebook page has increased our "likes" to 58 additional supporters. Our email campaigns garner approximate 25% - 30% click rate equating to approximately 70 to 80 readers of our announcements. These activities have given us a better understanding of the educational and community concerns of our families. In addition, over the last three years we've attended local neighborhood meetings, business meet-ups, workshops and conferences. These have also allowed us to begin important discussions with a number of local business and government agency leaders.

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

Our plans for engaging parents and guardians will be focused on developing relationships/partnerships and becoming a resource in building a successful learning environment. A timeline outlining activities from our approval to school opening is included in **Attachment U**-Startup Plan.
In addition to parent representatives on the Board of Directors, through their own Parent Advisory Group, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. The following are some of the mechanisms through which stakeholders at IMAG Academy can impact decision-making.

Community-centered projects. An important feature of the school, community-centered projects will be developed in collaboration with IMAG faculty (teachers and staff), parents, community organizations and community members. Our Parent Club, as detailed below, will play a vital role in these efforts involving the community in school's real-life projects that concern all community members.

Parent Club. The Parent Club's (PC) mission is to contribute in building a rich supportive environment for students and families. All parents or guardians of students enrolled in IMAG will be general members of the PC. As part of the school's organizational structure's advisory board function, the PC will select a group annually to represent parents' voice as the Parent Advisory Group. The PC will hold monthly members' meetings during the school year.

The PC will facilitate students' success in school and community by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:
- Promote communication and mutual respect among parents, faculty and administration;

- Help plan and execute community-centered and civic engagement events;
- Support the educational and social objectives of the school through PC-sponsored programs;
- Provide resource assistance to programs that directly impact teachers and students;

There will be various opportunities for parents to volunteer at IMAG. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and chaperone at field trips. All parents will be encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from school or school activities due to their family's inability to volunteer.

Parent Volunteer Opportunities
- Reading & Tutoring Program
- Community-Centered Project Volunteer – ie Guest speaker
- Parent Advisory Group

IMAG Academy Family programs:
- Early morning drop off
- Semester Parent-Student Conferences – created and led by students
- Student-Parent interactive "take home" activities
- Student-Parent interactive school events
- Family focused events
- Wednesday Lunches with Mentors and Parents
- After School, Intersession, Summer and Transition Programs

After opening, our parent engagement plan will include: regular meetings between parents and school leadership, parent workshops, student-parent activities, volunteer opportunities, membership on the Advisory Board, committee membership, parent feedback surveys, and participation in school events.

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

In addition to those activities/strategies identified to stay engaged with our parents/guardians (I.C.2) and community members (I.C.1) the following list further identifies the important components we use to communicate with our families. This includes information important to our families via policies and procedures and the different forms of disseminating information on a more regular basis.

- Enrollment and Admissions Policy and Procedures
- Admissions Process
- Student and Family Handbooks
- Family focused events
- School newsletters & Weekly E-Communiques
- Talk Story Events
- Complaints Procedures

4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as

Attachment T (no page limit), such as letters of intent or commitment, memoranda of understanding, and/or contracts.

Our community outreach and attendance at business and educational conferences throughout the last 7 years has helped us in connecting with like-minded and trailblazing business owners. We are excited about those that have agreed to be a core part of staff training, project guest speakers and partners in bringing one-of-a kind programs to IMAG Academy youth. **Attachment T** presents our partnerships to date. Here is a list of a few; Keiki O'Ka Aina, Autism Society of Hawaii, HI FusionED, DevLeague, and Councilmember Elefante. **Attachment AA** provides our essential planning and implementation partners, also listed below.

- **Ho'okako'o - Charter Organizational, Financial and Governance**
- **Athlos Academies - School Leadership, Board, and Teacher Professional Development**
- **Ms Donna Porter - Conscious Discipline and School Family Framework**
- **PLACES University of Hawaii, Manoa- Place and Project Based Learning**
  (Place-based Learning And Community Engagement in School)

II.   Academic Plan

What are the key components of the educational model?

The key components of our educational model are:
1. A Safe & Nurturing Environment - Social-Emotional and Communication Development
2. Relevant Connections - Engaged and Deeper Learning
3. Academic Rigor - Content, Performance and Skills Mastery

These key components provide IMAG Academy with an educational program that celebrates achieving high academic and social expectations. Non-negotiable, this 3-prong approach ensures a 360 degree support system where all members of our community can excel and thrive. As important, this combination ensures students will be able to provide their and our community's voice as they engage, succeed and thrive in solving real world concerns and opportunities. The ultimate success, as prescribed by our student outcomes, is when innovation, mindfulness, acceptance, and giving are inherent within our student's decision making process and solutions.

Component #1 – Safe & Nurturing Environment ensured by Social-emotional and communication development: The foundation to our learning environment, teaching community and school organization is a safe and nurturing environment built into the fiber of the school culture through purposeful social-emotional and communication development. This foundation is purposefully designed, implemented, maintained and sustained. As important, to ensure our actions are consistent, persistent, resilient and supported, we've chosen the School Family framework developed by Dr Becky Bailey.

The metaphor, School Family is used as "a guideline to create a positive school climate that promotes optimal development of all children, staff and faculty" (Bailey, 2011; Creating the School Family). Our student's social-emotional and communication development is developed through positive and social interactions between all members (educators, administrators, staff, other students, and parents). This school-wide framework teaches, models and expects respectful communication as all school members learn how to authentically interact and build lasting and helpful relationships. The use of classroom and school structures, language, routines, and rituals develop an underlying feeling of being valued, a sense of belonging and ownership. In turn each member feels supported and acts to support others.

Component #2 - Relevant connections ensured by engaged and deeper learning: Relevant connections to the world outside of the classroom are being experienced and learning is extended by the completion of our community-centered projects. These value-added projects provide an engaging experience to how thinking and action comes alive as the knowledge, methods and strategies of business, art, science and engineering are practiced.   Our projects focus students on creating and developing high quality crafted and authentic products and services for our community partners which bridge projects with innovation and real world constraints.

Our school's community-centered projects incorporate the movement from a thinking continuum to the integration of an action continuum (Daggert, 2013) and the accomplishment of using the knowledge and skills acquired along the way. Real world connections will occur at multiple levels in order to enrich our student's concentration on not only the acquisition of knowledge, but its application and adaptation. This type of action focused movement fits perfectly in enhancing our mission to provide rigor and relevance to our "continuum of experiences".   It not only ensures our students experience relevant and real world connections to their school learning, as important, it focuses them on the concerns within our community.

Component #3: Academic rigor ensured by standards-based curriculum. Guided by national and state level standards IMAG Academy will incorporate a variety of classroom instructional strategies to aid in each student mastering subject area content knowledge, competencies and skills. IMAG's rigorous HCCS-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills.

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

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

    IMAG Academy (IMAG or Charter School), is a project-based charter school serving grades K–12 with a curriculum emphasis on community-centered projects. We offer a comprehensive learning experience designed to serve the needs of our students through effective instructional strategies and rich experiential learning presented in ways that are relevant and inspiring for our students and community. In addition to core subject classes, IMAG Academy's academic program features community-centered projects for all students. The goal of this model is for students to acquire a basic level of knowledge and skills through focused classroom instruction and to extend or deepen their understanding by finding creative solutions to community concerns and opportunities.

    IMAG provides a comprehensive program, featuring community engagement and collaboration of all stakeholders working together to help students reach their full potential, increase high-school graduation rates and raise graduates who will contribute meaningfully to society. Formally measuring student progress two times a year via benchmark assessments provides an immediate in-class and after-school system of support ensures all learners are being provided what they need, when they need it.

    Our work is based on the belief that an individual's learning is best supported in an environment that encourages inquiry, hands-on activities, individualization, problem solving, and self-regulated learning. Furthermore, we view that the needs of special populations (i.e. ELL, Gifted and Talented, Special Education, Socio-economically disadvantaged) are also best met in such an environment, as learning is focused on the needs of the individual and adaptability of the curriculum to make accommodations, is inherent in using personalized approaches.

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

    Founders of IMAG Academy firmly believe that ALL students are capable of growing academically and emotionally. It is our responsibility as educators to provide learners with the tools and contexts they need to accomplish their goals and be successful. We also recognize that all students bring with them a unique set of skills and talents. Therefore, we strive to ensure they are academically achieving, creatively empowered, and socially and civically engaged.

    Through student-teacher collaboration meetings, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication via their individual goals and learning plans. This helps guide educators in adapting curriculum that is personalized and aligned to meet students at their emotional and academic level.

Furthermore, IMAG collects a variety of data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to better understand and meet our learner's individual needs and to tailor our classroom and school programs.

Foundational research tells us we…
- learn by socially interacting with our environment; observing, doing, making, reflecting, and persisting (Vygotsky, Bandura, & Dewey)
- influence and change through shared values, purpose, common language and joint social activity (Delta Theory by Roland G. Tharp)
- add value to our community by being in relationships, solving problems and creating opportunities (School Family by Dr Becky Bailey and World Class Learners by Dr Yong Zhao)
- are problem solvers and innovators that are creative, curious, imaginative, and desire to improve the status-quo. (World Class Learners by Dr Yong Zhao)

Foundational research is the basis of our beliefs, educational model and guides our values. We believe …
- Innovation and mindfulness are pillars to sustainable communities
- Acceptance and giving creates positive interactions and unlimited learning experiences
- All citizens are capable, curious, and creative
- Everyone and everything is connected
- Learning is a continuum of social experiences
- Knowledge, skills, and persistent action ensure success
- Mastery uncovers confidence and value within oneself and others
- Challenging real world experiences enhances relevance and a sense of belonging
- Relationships foster collaboration

Bottom line, our students will be creators of innovative and mindful solutions to unpredictable situations as they act upon, transfer, and adapt their thinking, knowledge and skills obtained through our high expectations and rigorous academic standards. Informed by many great men and women, our school is an organization ready to support the resulting educational components essential to providing an engaging experience for our students. The diagram below highlights the many important elements.
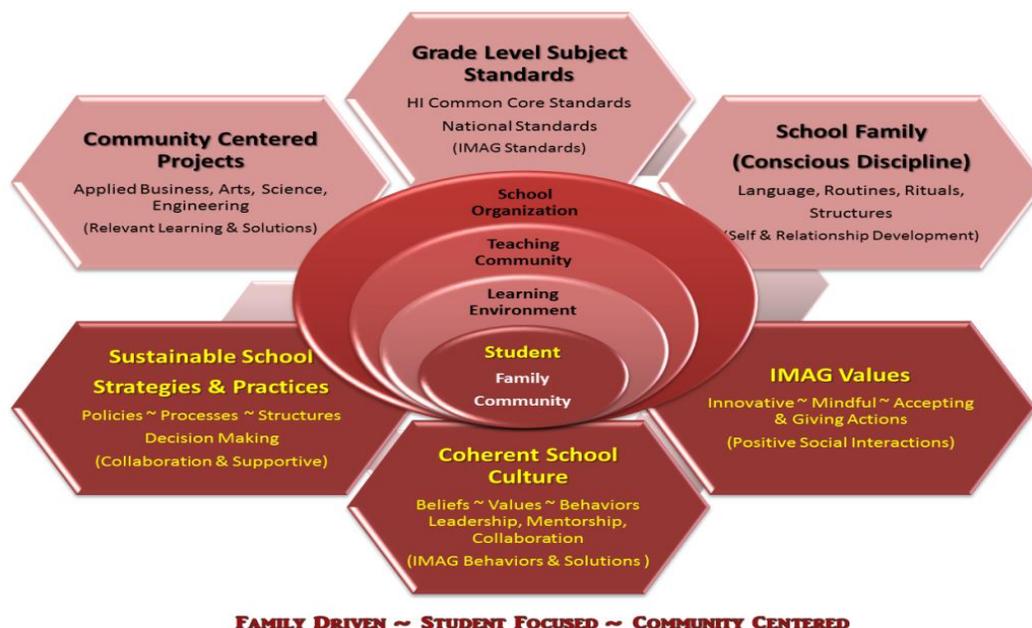
3. <u>Anticipated Student Population</u>. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

Attachment C provides a list of HI DOE schools and private schools within the Waipahu and surrounding complex area. We've also included the complex areas of students that may be close enough to consider IMAG Academy as a viable school choice; Kapolei, Campbell, Mililani, and Leilehua.

Of the 8,377 students enrolled in Waipahu public schools in SY 2015-16, 4,917 qualified for free and reduced lunch (FRL), 1169 were English Language Learners (ELL) and 693 were Special Education (SPED) students. Based on our planned location we expect 72% of primary and 56% of secondary school students will qualify for free and reduced lunch, 8% will require SPED services, and about 17% of our students will not consider English as their first language. In addition, we expect that 40% of our entering kindergartners will attend formal education for the first time. As important, we expect approximately 50% of students will have scored below the state's targets on last year's Hawaii State summative tests.

We expect that the majority of our students will be Filipino (60 +%) with several other culturally diverse ethnic groups represented, such as Native Hawaiian, Micronesian, and Samoan. In all groups, family and friends can play a critical role in their level of academic success. School pride and a sense of belonging are important; therefore a positive school culture that provides a safe and nurturing social and learning environment for all students is essential.

B. Curriculum and Instructional Designs.

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

As part of our startup activities, aligning and refining our outcomes to our community centered projects will be an important task, therefore the table of our Course Outcomes is presented in **Attachment U**. The table describes course outcomes for each course at each grade level that provides what a student would be able to do to be successful in post-secondary education. The outcomes are also provided for our primary grades to ensure readiness for the next school level.

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

a) Standards Selection and Rationale: Our selected standards provide benchmarks that help students to transform their knowledge acquisition to skills application required of career and college today and in the future. We have chosen these standards because they support the educational experience and curriculum we believe will benefit students most.

English Language Arts: Hawaii Common Core Standards (HCCS)
IMAG Academy's focus on career relevance and its approach through project-based learning are congruent with HCCS ELA Standards benchmarks. HCCS' emphasis on critical thinking, informational text, and deep reading match the IMAG's determination of necessary 21st century skills for learning, work, and life. These K–12 ELA standards are designed to prepare all students for success in college, career, and life by the time they graduate from high school.

Mathematics: Hawaii Common Core Standards (HCCS)
IMAG Academy will apply the HCSS Mathematics standards because they are designed to meet the demands of today and tomorrow and to allow the freedom for local teachers and curriculum designers to craft learning that engages and supports the learners in mathematics. Included are the skills and practices within everyday life and future post-secondary requirements. It strives to provide a bridge between curiosity and real world connections in order to build a student's confidence in preparing them to be successful as they progress to learn about more sophisticated mathematical ideas.

Science: Next Generation Science Standards (NGSS)
IMAG Academy embraces the NGSS performance expectations along with its "foundations" and "coherence" descriptions. Also important is its inclusion of ELA and math standards and a science/ engineering practice, a core disciplinary idea and a crosscutting concept that will help us to better develop a deep, dynamic and authentic science program of study throughout our K-12 education.

Social Studies: Career, College and Civic Life (C3) Framework for Inquiry in Social Studies (C3)
IMAG Academy finds the C3 Framework a match for our community-conscious, PBL/inquiry-based learning approach. We appreciate the organization of skills and knowledge to undergird the building of our K-12 social studies curriculum. Inquiry is at the heart of Social Studies and therefore a key part about these standards and our adoption.

Art – Adopted Hawaii Content and Performance Standards III (HCPS III)
The Arts are an important part of the learning experience for IMAG Academy. The HI DOE provides a useful framework in supporting Visual, Dramatic/theater arts, music and dance. The HCPS III provide not only standards, benchmarks, sample performance assessment descriptors but also rubrics for authentic assessment—helping better integration to the HCCS.

21ˢᵗ Century Skills - Buck Institute's "Framework for 21st Century Learning",
The framework includes detailed rubrics and standards of behavior that inform learning collaboration, creativity and innovation, critical thinking, and communications. Focus is given on how these characteristics would appear within project based learning.

Project Based Learning – Adopted Buck Institute's Project Based Learning Gold Standards
The Buck Institute, a leader in Project Based Learning, has developed standards and resources to guide PBL. The Buck Gold Standard PBL has three parts: 1) Student Learning Goals 2) Essential Project Design Elements, and 3) Project Based Teaching Practices. Buck provides PBL design and teaching rubrics which we find useful in our project design. Buck resources have been designed to support CCSS and NGSS, so

the use of these resources assists us in maintaining coherence of our lessons.

National Health Education Standards from the Center for Disease Control (CDC)
NHES were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. IMAG Academy is appreciative that this framework assists in designing curricula, allocating instructional resources, and assessing student achievement and progress. These standards will help IMAG to provide students, families and communities with concrete expectations for health education.

b) Articulation of the alignment of standards, curriculum, instruction, grading and reporting:
The standards we selected will enable us to build a standards- and inquiry-based learning program. We've used the Common Core Standards Implementation Process Model from the HI DOE Standards Toolkit to ensure we identify and confirm our understanding of relevant standards. As we ensure both horizontal and vertical integration across the IMAG Academy, we will determine acceptable evidence and criteria. With the needs of our students in mind we will collect student work as evidence that will provide us the ability to analyze and evaluate not only knowledge acquisition, but how the student used the information within a real world context. Two of our structures have been built to support this articulation; Multi-Level System of Supports with the use of the MLSS Response Process (II.C) and our Assessment and Collaboration Schedule (**Attachment I**). Both guide us to early identification, analysis, determining a course of action or intervention appropriate for that specific learner and then progress monitoring in support of student learning and accomplishments. Reflection and monitoring of student progress also ensures our course of action and strategies are informed and changed appropriately.

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

There are three aspects to our curriculum selection; state and national knowledge and skills standards as identified in II.B.2, the content curriculum (below) and our ability to provide an environment for deeper and engaged learning via community-centered project based learning (II.B.6 Strategies).

IMAG Academy selected curriculum for our core subject areas based on the following criteria. a) Alignment with chosen state and national standards; b) Vertically integrated ensuring student growth and easier grade transition; c) Integrated with HCCS ELA and Math standards; d) Explores content area via inquiry of essential questions and/or overarching concepts.

Matching all of our criteria, the selected content curriculum provides us with study units anchored with overarching concepts and essential questions making them easily tied to our community projects. Providing for deeper learning to take place, the content and suggested classroom instructional strategies can support foundational exploration and basic knowledge and skills acquisition that can be later adapted for use within our projects. With our community-centered projects as the venue to apply the knowledge and skills learned in a multi-disciplinary environment and to be purposefully integrated with strategies like those identified within II.B.6, projects will become a hotbed for innovation, creativity, collaboration, critical thinking, and communication. Therefore, it will be essential for us to include project development/selection and curriculum-to-project alignment as part of this section.

As there are many variations of project based learning, the process flow we will follow is provided by New Tech Network as described in Criteria II.B.6. Using the content curriculum selected will enhance our ability to provide the proper mix of knowledge and skill acquisition and our student's forward movement towards an action continuum (II.B.6-Rigor & Relevance) as learners tackle the activities of our community centered projects.

Community Centered Project Development/Selection and Curriculum to Project Alignment

The content curriculum we've selected is based on grade level standards and provides basic content knowledge and skills sequencing and outcomes (**Attachment U**) that easily support project based learning strategies that can extend and deepen learning (II.B.6 PBL Diagrams). Examples of a unit review, lesson plan and school wide project list are provided as what further integration would look like when completed. Within this process, a curriculum sequencing to project alignment will be completed and appropriate assessments will be reviewed and finalized. A lesson plan (objectives, outcomes, standards, activities, assessments) is included below as an example of how the selected content curriculum and its recommended sequence/activities could be used to provide knowledge and skills in support of our chosen projects.

A project selection/curriculum-project timeline, tasks and individuals for this selection and integration for Year 0 is provided in our Startup Project Plan (**Attachment U**). Future years will use similar tasks, but will incorporate an appropriate timeline and include school personnel; Project Coordinator, Academic Coach, School Director, and teachers.

Content Subject Area Material. We've selected subject area curriculum purposefully developed and aligned with the standards we adopted (Criteria II.B.2). As important the curriculum also integrates essential questions and enduring understandings that can be used across content areas (Wiggins, 2007) and as possible guides to our community centered projects. These big questions allow us to use them to easily guide our community centered projects with standards. As these materials will not be used to dictate how our teachers teach, they will provide appropriate content and skills and numerous pedagogical supports. The curriculum chosen is also vertically integrated across our grade and school levels, enhancing student growth in content knowledge, as well as increasing complexity of skill and competencies which leads to success in college, career and life.

As important, the content material we've selected below will provide us with options to use already developed and tested pacing guides, interim unit, benchmark and summative assessments, possible thematic units across other content subject areas, and integrated online program opportunities. These features will provide us with proven course sequencing for our core subjects and allow us to spend our time, energy, and resources to better connect standards-based subject knowledge and skills into real world opportunities and concerns. Our focus on using projects as a basis for deeper learning and mastering standards based content and skill provides our learner an opportunity to create and experience real world connections. In addition, this type of community centered "full game" experience builds the opportunity for student engagement and competency building.

English Language Arts

Grades K-6 - McGraw Hill-Wonders –The variety of fiction and nonfiction reading provide appropriate text complexity to support a strong reading foundation. Writing materials provides the basis for individual voice to be shared and to trigger engaging collaborative discussions and conversations.
Grades 6-12 College Board – Springboard – A thematic approach provides for deep development and integration into other subject content areas. Units build in complexity with a strong use of graphic

organizers and close reading. Mini-research projects develop essential research and analytical skills important within our school-wide projects. Complex text is introduced with guidance to help with continued growth and mastery. Assessments balance investigative, guided, and directed activities in building a learner's content knowledge to prove beneficial in our project environment.

Mathematics

K-5 Origo Education – Stepping Stones – Materials bridge concrete, pictorial and abstract representations and are designed for learners to make sense of mathematics and its practices with real work connections. Activities develop conceptual understanding, skill and procedure fluency and application. It develops the foundational basis for higher mathematics with an emphasis on mathematical reasoning, ideas and concept understanding.

Grades 6-8 Houghton Mifflin Harcourt – Go Math – Concepts are connected with real work contexts. Teacher support resources address a learner's diverse learning needs. A variety of formative and summative assessments are available for varied and on-going assessment of learning and progress. Material includes leveled quizzes and tests, performance tasks, and diagnostic and quarterly benchmark tests.

Grades 9-12 HI DOE – UH Collaborative – Material formats connect mathematical concepts with real-life contexts while engaging students in a variety of activities. Activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations

Social Studies

Grades K-8 - Harcourt Social Studies Program; Civics, Economics, Geography and History
Grades 9-12 - Harcourt Social Studies High School curriculum; Geography, US and World History, and Government – Units are organized around Big Ideas and sets the reading purpose with essential reading questions. Uses graphic organizers help learners stay actively involved in learning. Many short and long term projects are shared and a 3 step process of learn, practice and apply – helpful to our project learning strategies. Students are encouraged to acquire, analyze, and apply knowledge to solve problems, make thoughtful decisions, pose questions of their own, and tell fact from opinions - 21st-century skills. Oral language development is available for English language learners and students with special needs.

Grades 4, 7 and 9 – University of Hawaii Curriculum Research and Development Group (CRDG) Hawaiian Studies - Various text will be used to guide learners in meeting the HCPS III standards; Hawaii-Our Nation and A History of Hawaii and the Ka Wana Series. Learning about Hawaii's history before and after Western settlers mixed with the traditions of Hawaiian culture strengthens the learner's perspective of his/her understanding of Hawaii's "place". Materials will provide main ideas, objectives and additional activities.

Science

Grades K-8 – Harcourt Science Fusion.
Grades 9-12 – Harcourt Science High School Curriculum; Earth Science, Chemistry, and Biology.
Next Generation Science Standards (NGSS) based, it provides investigation-based learning by "doing" science. It integrates engineering concepts and activities. Anchored in both HCCS for ELA and Mathematics, will enable us to assess our learner's capability across multiple disciplines.

Delta Education's Full Option Science System (FOSS) may be used to augment our K-8 science program. The system is correlated with NGSS and also incorporates engineering concepts. FOSS provides for a hands-on approach of tools and strategies. Opportunities are provided to engage via core ideas across disciplines of engineering and technology. Useful within our projects, students will engage in engineering experiences by developing solutions, constructing, evaluating models, and using systematic thinking. The modules are organized into three domains; physical, earth and life science.

Art

IMAG's Art program will use primary, local sources and will align with HCPS III. Activities and projects

will support and be integrated into our classroom, grade-level, and grade level community centered projects. Along with our specialty teachers, our resource teacher will work alongside our core grade-level educators to ensure appropriate alignment

World Language

The material selection of our world language program will be aligned with HCPS III and a decision will be made by April 2018. Consultation will be made with HI DOE Educational Specialist of World Language. Faculty, student and family surveys will be taken to determine what language would be most appropriate for our student population. Along with our school director, parent advisory members, educational advisors, contracted grade level teachers and Academic Coach/Coordinator will be involved in this decision process.

The tables below provide an **exampl**e of a possible integration of our chosen curriculum (Springboard) and a community-centered project. The first table provides a look at a 7th grade unit (1.1 thru 1.5) named "The Choices We Make". Based on our semester's community partner, we've tentatively selected a Project Essential Question (in red). This table summarizes information provided within this unit that could be used within the project. It includes possible activities and assessments, learning strategies, vocabulary and the associated genres.

ELA – Springboard Unit 1.1 through 1.5 – The Choices We Make
Project Essential Question
What choices do we need to make to sustain a beautiful and enjoyable living area?

Possible Project Activities

- Poetry
- Autobiography – Narrative Interviews with residents/staff
- Memoir Writing— Peer or resident
- Readings & Writing – Personal Narratives, Informational Texts, Myths and Fables
- In groups, they will read about choices to each other, consider their own views and express them to each other.
- Each student will

-Reflect on choices they have made in their own lives
-Interview another about their choices, writing the responses and presenting results to the class.
-Choose a novel on choices from a suggested list. Book reports will be presented to the class.
-Students will question each other on the choices in the books as a whole class.

Genres

1. Poetry	3. Myth/Fable	5. Personal narratives
2. Autobiography	4. Memoir	6. Informational Texts

Vocabulary

1. Genre*	6. Adverbial Clause*	11. Theme
2. Denotation	7. Consequences*	12. Reflection
3. Connotation	8. Narrative*	13. Metacognitive Markers*
4. Diction	9. Incident	14. Reflection
5. Stanza	10. Response	15. Writer's Craft – Verb Tenses

Learning Strategies

Unit	Strategy	Unit	Strategy	Unit	Strategy
1.1	QHT	1.1, 1.5	Collaborative Groups	1.1	Summarizing
1.2, 1.3	Brainstorming	1.2	Paraphrasing	1.2	Writing Process
1.2	Portfolio	1.3, 1.4, 1.5	Activating Prior Knowledge	1.3	Webbing
1.3	Marking Text	1.3	Close Reading	1.3, 1.5	Drafting
1.3, 1.4, 1.5	Graphic Organizer	1.4, 1.5	Note-Taking	1.4, 1.5	Metacognitive Markers
1.5	Revisiting Prior Knowledge	1.5	Looping	1.5	Quick-Writes
1.5	After Reading				

Notes:
Possible assessments from Unit
1. Revising a Personal Narrative
2. Narrative about Choice
3. Expanding Narrative Writing
4. Creating an Illustrated Myth

Springboard - Unit Review Summary

This next table (below) provides a possible unit lesson plan for 7th graders. It identifies our partner, the

essential question and project activities, skills, associated standards, outcomes, observable behaviors and assessment tools.

The Concept of Choice: Project Planning – Overview

Partners: The Waipahu Senior Home housing over 100 seniors within a multi-level building of studio apartments. The area provides indoor, outdoor and garden space to their residents. It is situated in the center of town, close to the library, restaurants, and bus transportation. POC: Ms LaLa Smith (808) 577-7777

Project: elicit "choices" from senior residents regarding reported complaints. Develop, plan, propose and implement accepted improvement plan.

Project Essential Question and Project Activities
What choices can we make to create an enjoyable common living environment?

0) In Language Arts Springboard Unit 1.1 through 1.5, students are introduced to the project, which will propel their classroom and community learning. ELA activities in class prepare students for the interviewing, writing and presentation activities.

1) Students interview residents, inquire about choices made in their lives and choices they would make now in their living environment. Questions elicit indoor/outdoor preferences responsive to the natural environment, residents' cultural heritage and changes that could increase the comfort and interest for residents' families. (ELA- listening, speaking, writing)

2) Students confer in collaborative groups back at school to develop plans to present to the seniors. (SS, ELA, Science,- collaboration, critical thinking, creative problem-solving and design.)

3) Students present ideas and plans to the seniors and to staff to elicit their input. (ELA-writing, presentation skills)

4) Students reconvene, adjust plans, and develop a presentation to make to center seniors, staff and administration. (SS, ELA, Science, Math- write, design, illustrate, budget, compute, plan, speak, listen, hear arguments, compromise.)

5) Students and IMAG faculty receive the feedback of the Waipahu Senior Home, and for those parts of their plan that are accepted, create plans to implement the changes.

6) Students budget, fundraise, seek local company support to produce the changes. (Math, listening and presentation skills.)

Skill	Standard	Outcome – Observable Behavior- Student will be able to	Assessment Tool
Reading Key Ideas/Details Craft & Structure Integrate Knowledge Text Complexity	7.R.R.1 7.R.R.4 7.R.R.7 7.R.R.10	• Identify evidence to support analysis conclusions • Identify how the major sections contribute to the writing • Identify similarities and differences of characters presented be different media (text to video) • Read and comprehend non-fiction	Curriculum-Based Project Activity
Writing Text Types/Purposes Production Range of writing	7.W.R1 7.W.R4 7.W.R10	• Support claims with clear reasons and relevant evidence • Conduct research to answer questions siting primary sources • Write over an extended period of time	Curriculum-Based Project Activity
Listening Speaking	7.SL.1 7.SL2	• Engage respectfully in one-on-one, small group, teacher-led discussions • Identify a peer's argument and specific claim and share their reasoning and evidence	Project Activity
Presenting	K-7.SL	• Present facts and details in a coherent presentation	Rubrics
Language Conventions Knowledge Vocabulary	7.L.R1 7.L.R3 7.L.R4	• Correctly place phrases and clauses within a sentence • Eliminate wordiness and redundancy • Use associated words correctly	Curriculum-Based Project Activity
Math Practice Ratios/Proportions Number System Expressions/Equations	7.RP.1-3 7.NS 1-3 7.EE.1-4	• Identify the appropriate ratios and calculate correctly • Incorporate the proper place value and use of improper and proper fractions • Determine the appropriate operations and equations	Curriculum-Based Teacher created Project Activity
Science Matter/Interactions Interactions/Energy	MS-PS1 MS-LS2 MS-PS3	• Identify simple compounds and mixtures and characteristics • Work with and determine appropriate interactions between stored energy sources	Project Activity
Arts Communicate-Ideas	FA.7.1.4	• Apply elements of art to communicate a particular message	Project Activity
Social Studies Developing Questions Economics Evaluating Sources Conclusions-Action	D1.2.7 D2.Eco.2.7 D3.1.7 D4	• Explain how a question represents a key idea • Explain alternative solutions to problems presented • Identify multiple appropriate and relevant sources • Ensure an argument is back by multiple sources	Teacher-Created
Decision Making	IMAG-DM	• Use IMAG problem solving and decision choices	Checklist/Rubrics
Solution	IMAG - S	• Select a solution that is IMAG	Checklist/Rubrics
Projects-Presentation	BIE	• Communicate solutions in an understandable and concise manner	Rubrics

Unit Lesson Plan – Example

This next table provides insight into possible "mini" projects feeding into the semester long joint and culminating deliverables across the entire school for our projected Year 1 enrolled grades. It provides a

possible connection across multiple disciplines and the use of multi-grade assisted learning.

School Wide Semester Project – What Choices can we make… Illustrational Purposes Only Source: 7th grade Wonders – Units 1.1 to 1.5 Choices		
Grades	**Mini Project Activities**	**Joint and Culminating Activities**
Kindergarten	Bean in a Bag Cup Gardens School Garden Video Design Presentation Skills – Hosts Leadership Skills – Collaboration & Public Speaking	Senior Garden Visits Garden Comparative Gardening Tips Media Choices Video Clips Storyboarding Senior Pictures
1st grade	Bean in a Blanket Single container gardens School Garden Video Design-Components Presentation Skills – Videographer Leadership Skills - Collaboration	Pamphlet Design Pamphlet Production
7 Grade	School Gardens – Scientific Analysis Video & Game Design & Development Leadership Skills – Encouragement Leadership Skills – Producer, Director Planning/Organizing	
8 Grade	Community Gardens – Scientific Analysis Life Wonderings Survey development Presentation Skills - Videographer Leadership Skills -	Senior Garden Visits Product Design Senior oral history project ● Heros in our Presences ● Transcriptions ● Digitizing Recordings
9 Grade	Senior Gardens – Scientific Analysis Choices in Life Life Wonderings Interviewing skills – Question Development Leadership Skills – Producer Planning/Organizing Leadership Skills – Quality work	
All Grades	School Lunch-Compost/Recycle School Lunch/Snacks-Healthy Eating School Garden-Vegetable/Flowers Multi-media production/design Leadership 4C's	<u>Project Innovate</u> Senior Narrative Presentations Video/Pamphlet Presentation Single Garden Container Gifting

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

Goal #1: IMAG Academy students achieve academic success Measurement – Percentage of students "meeting or exceeding" assessment score		
Target	**Metric - Target**	**Instrument**
Year 1 & 2	The percentage of IMAG students that meet or exceed the appropriate proficiency standard will	● Smarter Balance Achievement (SBA)

		match the percentage of the Complex Area.	ELA & Math - Grades 3-8, 11
Year 3 & Beyond		The percentage of IMAG students that meet or exceed the proficiency standard will exceed the percentage of the Complex Area.	● HSA Science – Grades 4, 8 & 11 ● MAP - Grade Readiness - All grades ● ACT - Grades 8-10

Rationale: Each student will show academic achievement in English Language Arts/Literacy, Math and Science by meeting or exceeding state assessment cut-points. These assessments help to provide insight into a student's learning achievements and more specifically of a learner's mastery of grade-level content knowledge and skills - the 3rd component of our educational model. Student assessment scores will be used, along with other indicators/assessments (Assessment Tool Inventory Table) results to guide the collaboration between student and teacher in developing personalized Individual Achievement and Learning Goals and identifying associated evidence of achievement for each learner. Grade and school averages will also be compiled to use as indicators for sharing and improving instructional methods, school support structures and identifying teacher professional development needs. Determining our baseline for each instrument is summarized in the table below

Baseline Determination		
SBA & HSA	Year 1 & 2	Obtain Waipahu Complex Area's average % of those meeting or exceeding in previous school year
	Year 3 & Beyond	Collaborate between the Education Committee and Instructional leadership team to determine target improvement goals above the average percentage for the complex area.
MAP & ACT	Year 1 & 2	Use national norm cut-points for the appropriate grades as target cut-points
	Year 3 & Beyond	Collaborate between the Education Committee and Instructional leadership team to determine target improvement goals above the average percentage for the complex area.

Goal #1 - Instrument Descriptions

Smarter Balanced Assessment (SBA) -The Smarter Balanced assessments in ELA and Math are summative assessments administered in the form of computerized adaptive tests (CATs) and developed according to the Common Core State Standards (CCSS) in ELA and mathematics for grades 3-8 and 11. For each grade and subject, there are three cut scores that classify student performance into four levels; Exceed, Met, Nearly Met, and Not Met. Meeting or exceeding these scores indicates a learner has acquired an acceptable level of achievement standards (Smarter Balanced Technical Report, 2015). SBA will be administered during the last month of the school year. Previous year scores, if available, will be reviewed by the instructional leadership team prior to the new school year in an effort to identify a learner's strengthens and struggling areas.

Northwest Evaluation Association - Measures of Academic Progress (MAP)

The MAP assessments are computer-adapted tests developed to evaluate student learning as reflected within the common core standards and are built to adapt to the student's ability allowing it to accurately measure what a child knows and needs to learn. It uses a norm reference group of more than 2 million. MAP test results will also be used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

MAP is an interim assessment and will be administered in the fall and spring of every academic year, therefore it will be used to measure academic growth over time, independent of grade level or age. Quick results and MAP reports will provide highly accurate feedback as how IMAG Academy students are progressing and will be incorporated into our student/teacher collaborations during the 3rd week of school. They also measure a variety of skills such as analytical ability, critical thinking, and synthesis, helpful in determining a learner's strengths and struggles and planning/selecting appropriate interventions within the classroom and for use by our FORE team. Students are tested in four main subject areas: Reading, Language Usage, Mathematics, and Science. It is a valuable resource to an individual's level of proficiency and helps us to identify a student needing additional and focused help.

Student performance is reported in subject areas and subcategories as proficient and growing, Proficient and not growing, Growing but not proficient, and Not growing and not proficient.

ACT Tests

The ACT Tests are college readiness assessments and measures achievement related to high school curricular—what you should have learned in high school. It consists of test in English, mathematics, reading and science. A single composite score is compared to a college-readiness benchmark set based on national level data. These college and career readiness indicators provide insight into accomplishment of standards-based curriculum and instruction on an individual, state, and national level. Therefore, low scores can help teachers and FORE teams to provide appropriate interventions and monitoring to better help learners be academically successful. We will use Grades 8-10 scores to determine instructional strategies in sluggish areas.

Goal #2: IMAG Students consistently use 21st Century Skills (Communication, Creativity & Innovation, Collaboration, Critical Thinking)		
Measurement – Percentage of students having competency of 21st Century skills		
Target	Metric - Target	Instrument
Year 1 & 2	70% of IMAG Academy students will show evidence of having gained competency of all four 21st century skills.	● 4 C's Rubrics - Buck Institute for Education
Year 3 & Beyond	100% of IMAG Academy students will show evidence of having gained competency of all four 21st century skills.	

Rationale: All three key components of IMAG Academy's educational model encompass the development and competency of 21st Century skills. Therefore it is critical we measure its use. This measurement requires students to practice and display a level of competency of these essential life skills as they make real work connections and develop the social-emotional and communication competencies we have identified as part of our desired student and adult outcomes (II.A.2). Four different rubrics will be used to measure a student's competency of fourth practices; Communication, Creativity & Innovation, Collaboration, and Critical Thinking. It will be used to see a student's progress over time.

Goal #2 - Instrument Description

4 C's Rubrics - Buck Institute for Education

These rubrics were developed to focus both students and educators on how these critical skills look when used within a project based environment. The four rubrics use an effective process across various phases of a project to assess a student's performance.   21st Century skills can be difficult qualities to describe, let alone assess, the rubrics are clear and concrete. They can also be used to inform thinking, reflection and instructional improvement.

As we will use those that are aligned with common core state standards, it will also identify practices as they pertain to HCCS performance and skills. In addition, these developmentally appropriate rubrics have been developed for all of our school levels; Primary (K-2), Elementary (3-5), Secondary (7-12). They present a 4 phase progression of performance; below standard, approaching standard, at standard, and above standard. These rubrics will be used as a guide throughout the project and will also serve as an assessment document at the end of projects.

Goal #3: IMAG Students will develop positive and productive social, emotional and communication skills		
Measurement – Identify a student's risk-level of social and/or emotional behaviors		
Target	Metric	Instrument
Year 1	Create baseline	● BASC 2
Year 2 & Beyond	An increase of 10% of returning students with "normal risk" scores of behavioral and emotional problems.	● Parent and Student Survey ● Teacher Observation/Survey

Rationale: Research supports a strong link between behavior/emotions and academic performance. Productive and positive social, emotional and communication skills is at the core of our beliefs and the foundation to our educational model. These skills provide a strong basis for the development and competency of 21st Century skills. As 21st Century skills, it is critical we measure its practice.

By measuring all new students and those entering transition grades (K, 7, and 9) we will be able to better monitor each student's development. Parent and self-surveys will be initiated during the first two weeks of school with the teacher scales following in the 7-8 week - ensuring a teacher/student relationship has developed prior to observation/reporting is made. Teachers with students with scores approaching an elevated range will be on alert to ensure School Family structures, rituals, language and routines are taught and modelled consistently within the classroom. In order to be proactive, those students with an elevated and extremely elevated risk will be direct routed into a FORE (Roles & Responsibilities described in II.B.5) team and monitored across multiple settings in addition to the classroom. Early FORE team identification will help us to start collecting data regarding our existing School Family strategies and identified at-risk students. High numbers of students with elevated or extremely elevated scores will also trigger additional staff awareness and School Family language and routine training and coaching. All students will be observed. Depending upon the actual behavior of students, appropriate interventions will be identified and implemented to include more personalized academic strategies to providing teachers additional School Family structures and/or coaching and support.

Goal #3 - Instrument Description

Behavior Assessment System for Children – Second Edition (BASC – 2)

IMAG Academy will use BASC-2 to gauge a student's' initial and progression in their development of social emotional skills. It is made up of a multi-dimensional approach that uses scales completed by a parent, teacher and the student--providing a more balanced picture. Scores indicate a risk level for behavioral and emotional problems as outlined below.

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

It is respected for its developmental sensitivity to differentiating between behaviors of children and adolescents; therefore it will be used for all grades appropriately. It will be used to help...

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

The BASC-2 is known for its test items being easy to respond to and results in easily interpretable scales as well as having test items that are written at a low reading level, with audio CD recordings available for individuals with reading difficulties.

Goal #4: IMAG Students will graduate from high school and college		
Measurement – Percentage of students achieving goal (College Readiness, Graduation, Attending College)		
Metric 1 – Target (College Readiness)		**Instrument**
Year 1	Percentage of IMAG students that meet or exceed the appropriate proficiency standard will match the percentage of the Complex Area. 2015-16 Complex: 39% Waipahu: 31%	● ACT Score Grade 11
Year 2 & Beyond	Percentage of IMAG students that meet or exceed the appropriate proficiency standard will exceed the percentage of the Complex Area.	
Metric 2 – Target (Graduation Rate on Time)		
Year 4	Exceed the Complex Area % of students graduating	Strive HI

& Beyond	2017 DOE Goal: 90% 2015-16 Complex: 80% - Waipahu 81% 2015-16 Complex: 83% Waipahu: 80%	● Graduation Rate (4 yr) ● Graduation Rate (5 yr)
Year 5 & Beyond	Exceed the Complex Area % of students attending College 2015-16 Complex Area: 61% Waipahu: 56%	Strive Hi ● College Going Rate
Metric 3 – Target (Drop Out Rate)		
Year 4	Meet or lower than HI DOE % of students dropping out 2015-16 DOE 13.7% - Waipahu 17.7%	Strive Hi ● Drop Out Rate
Year 5 & Beyond	Lower 5% of students dropping out from IMAG Academy's previous School Year 2021-22	

Rationale: High achievement percentages of Metric 1 & 2 indicate our educational model and the resulting academic program is successful in regards to academic achievement as measured by HI DOE. Lower than target results can guide us to areas we will need to improve. As previously mentioned, ACT scores will help us to identify those with possible college readiness concerns within the tested subjects of English, mathematics, reading and science. Early ACT testing in grades 8-10 will guide teachers and our Academic Coach to identify interventions prior to this important Grade 11 benchmark. The STRIVE HI Graduation Rate (4 year) and College Going Rate provide an achievement level for all students to strive for. Lowering or zeroing out the Drop-Out Rate is our goal as we strive to provide an engaging learning environment where learners would remain in school. With our MLSS (II.C), instructional strategies, assessment and monitoring schedule (II.B.5) graduates of high school and college going graduates allow us to further understand our student's needs.

Goal #4 – Instrument Descriptions

Graduation Rate, College Going Rate, and Drop-Out Rate

The HI DOE data information system maintains this important information as a way to measure a school's overall success. We use these measures to learn from those that have graduated or choose to leave school to inform our MLSS program decisions and actions to improve our important work for those learners still in our care.

ACT Tests –see previous description above

Assessments

The goals and targets highlight a snapshot in time and help us to recognize trends over time. In order to be proactive we will implement multiple layers of assessment strategies and tools to aid in building a continuous feedback loop in monitoring our students learning. The following is a list of the major tools we will use throughout the school year as we assess an individual, a class, grades levels, other cohorts and our school progress towards reaching our stated goals and targets. As part of our School Calendar, these assessments will be incorporated within the Assessment & Collaboration Schedule **Attachment I**.

Assessment Tool Inventory						
	Assessment	Type	Grade(s) tested	Course(s) /Subjects	Intended Purpose	Intended use(s)
1	Smarter Balanced ELA MATH	Summative	3-8, 11	Literacy, Reading Writing Operations-Practices	Academic achievement	CCR ELA Mastery Math Mastery
2	NWEA-MAP	Summative Growth	3-12	Multi-Discipline	Academic Growth Achievement	
3	Personal Achievement Record (Portfolio)	Benchmark Interim Summative	K-12	Multi-Discipline 21st Century skills		Inform Learning Monitor/Record Accomplishments

						Inform Teaching
4	HSA	Summative	4, 8	Science	Academic achievement	Science Mastery Level
5	HSA-Alt	Summative	3-8, 11 4,8,11	ELA and Math Science	Academic achievement	ELA/Math Mastery Level
6	ACT	CCR	8-11	English, Reading, Math, Science	College Readiness	
7	SAT	CCR	11, 12	Reading Math, Writing	College Readiness	College Readiness
8	PSAT	CCR	10	Reading Math, Writing	College Readiness	College Readiness
9	DRA	Benchmark Formative	K-3	Reading	Reading level Comprehension	Inform instruction Monitor skills
10	iREADY ELA Math	Benchmark Diagnostic	3-12	Reading/ELA	Reading level Comprehension Lexile	Inform instruction
11	iREADY Math	Benchmark Diagnostic	3-12	Math	Proficiency Fluency	Inform instruction
12	DIBELS –ORF -WIF	Benchmark Diagnostic	K-5 7-12	ELA	Literacy skills	Inform instruction Monitor skills
13	Mid-Term/Final Subject Exams	Benchmark Summative	7-12	Appropriate Subject Areas	Subject Knowledge	Inform instruction Award Credit
14	EOC – Exams	Summative	9-12	Biology (mandatory) Algebra I & II US History	Subject Knowledge	Assess Student Knowledge Award Credit
15	Grade Level Assessments Multiple subjects	Formative	K-12	Vocabulary, Math Writing Reading Comp	Performance towards standards	Inform instruction
16	Grade Level Assessments-ELA	Formative	K-5	Phonics Fluency	Performance standards	Inform instruction
17	Curriculum-Based Measurements (CBM)	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit
18	Teacher created Assessments	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit
19	Rubrics – Product & Performance	Formative Summative	K-12	Multiple Subjects	Work quality	Inform instruction Monitor student skills
20	WIDA-ACCESS (W- APT) - ELL	Diagnostic Placement	K-12	Speaking, Listening Reading, Writing	Screen for placement	Identify appropriate assistance
21	ACCESSELL -ELL	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)
22	ACCESS-ALT -ELL SPED Needs	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)

23	Student Feedback Teacher/Student Student/Student Self-Reflection	Formative	K-12	All subjects	Personal Growth	Inform Learning

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

Our instructional leadership team is made up of our school director, academic coach, and teachers. Students are also a key part to this team. As important is our FORE team structure. FORE team members are identified by the instructional leadership team and are a collaborative group focused on a specific learner's needs – struggle or strength, and provides appropriate interventions, strategies and progress goals. As an individual or as part of a team, the assessments and the process followed allows information to better guide, provide and assess successful forward movement. In general the cycle of gather, review, evaluate, assess (decide), and act is repeated throughout the year. As part of our School Calendar, we've developed an Assessment & Collaboration Schedule in **Attachment I** and it provides a snapshot of the process we will use across our school year.

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

Personalized Learning Environment

IMAG Academy will provide a personalized learning environment where our students connect their learning with their interests, talents, passions and aspirations resulting in learners owning their learning while teachers guide and facilitate the process (Bray & McClaskey, 2014). The following strategies provide us a structural foundation to be able to accomplish our mission through uncovering each student's strengths and potential as well as aid in their ability to master knowledge and performance standards and make real world connections. Along with our mission to create a continuum of experiences, in and outside of school, all of the strategies included (but not limited to) here enhance our professional expertise and provide us the tools to be proactive as well as flexible in our early identification of a learner's personalized needs. Therefore, modifications through continued monitoring, analysis, evaluation and appropriate interventions will enable us to course correct in meeting individual as well as school goals and targets.

Multi-Level System of Supports (MLSS)

IMAG Academy's MLSS is a 4-Level framework (II.C) for data driven decision making in providing a learning environment focused on individual, class or grade level performance. As we've purposefully

added a level to separate community and non-school day programs which are included within our MLSS version of the normally 3 tiered Multi-Tier System of Supports (MTSS). Our MLSS, like its cousin, includes universal screening of all students, multiple levels of intervention services, a problem-solving method, and an integrated data collection and assessment system (Averill & Rinaldi, 2011). It's further described in sections II.B.4, II.B.5 and II.C that offers a formalized approach to continuous improvement of learning and teaching outcomes. As we use our MLSS Response Process (II.C), we strive to analyze behavioral and academic concerns at the same time, recognizing that they often go hand in hand. For example, a student who can't understand what's going on in the classroom may also need assistance after school. Therefore, our MLSS (level 3) would remind us to look at activating home-school-community relationships/partnerships. This would ensure we provide wrap-around structures, supports and practices for student success (Averill & Rinaldi, 2011).

Universal Design for Learning (UDL)

UDL is a design framework we will use in designing learning units that will minimize barriers and maximize learning for all learners. It will guide us to identify multiple ways students can gain knowledge, skills and enthusiasm for an area of study (CAST, 2011). This will allow us to develop flexible curriculum that address our diverse student population. With the help of our Academic Coach, teachers will be able to incorporate each learner's strengths, needs, and interests as they and their students make choices of more engaging methods, materials, assessments that will aid in the mastery of subject and project knowledge, performance and skills. Its flexibility will help us to personalize and adjust our lessons and learning to each learner's needs.

Universal Screening

Enabling personalized learning, universal screening is part of our MLSS system. IMAG Academy will use both direct route and progress monitoring as we screen all students. Those determined to be performing below a norm baseline or cut-point will be entered into our 2nd level and receive immediate and appropriate interventions with performance and progress checks. Those scoring slightly above the baseline will be considered to be at risk for developing difficulties. These students' performance and growth will be monitored for several weeks to better determine their level of need based on their performance on progress measures and growth. In either situation, teacher observation and learner-teacher collaborations will take place with the process and timeline described in II.B.4 and II.B.5.

Rigor/Relevance Unit Planning/Implementation/Assessment

Our instructional leadership team will use the Rigor/Relevance Framework to examine curriculum, instructional strategies, and assessments for their rigor of helping learners assimilate knowledge and their relevance to connecting learning to real-world situations (Daggert, 2013). By learning when to choose and use the framework's identified verbs, resulting learning and teaching objectives and their resulting rubrics and assessments will help learners to strive for more analytical and innovative, Quadrant D solutions in their finished work.

The instructional strategies in this framework are represented by the following four quadrants.

1. Quadrant A – Acquisition a. Retell, recall or locating knowledge in one discipline b. Solve problems, design solutions, and complete work

2. Quadrant B – Application a. Apply knowledge in one known discipline b. Apply knowledge to new and unpredictable situations

3. Quadrant C – Assimilation a. Extend and refine their acquired knowledge to be able to use automatically b. Routine use of knowledge to analyze, solve problems, create solutions

4. Quadrant D – Adaptation a. Solve complex, real-world problems b. Create projects, designs, and works for real-world situations. c. Adapt knowledge and skills for unpredictable, unrelated situations.

Multi-Assessments

As prescribed by Universal Design Language, a personalized learning environment calls for continuous formal and informal formative assessments (Bray & McClaskey, 2014). As part of our Multi-Level System

of Support and described in section II.B.4 and II.B.5, we will use a variety of assessments and processes to help learners, teachers and applicable FORE team members to a better understanding of how and when assessments are helpful, instructional strategies are working and learning is taking place.

Individual Learner's Performance Achievement Records

       Individual Achievement Goals and Learning Plans – These plans will be used to help guide each student. Based on a student's strengths and needs and guided by the appropriate standards, a teacher mentor will help students to identify target benchmarks in academics, project work, and social-emotional and communication development. Each plan will also identify the possible evidence to be gathered as tangible evidence of reaching a benchmark and/or goal.

       Evidence of Achieved Goals and Learning – Guided by each student's individual learner plan, accomplishments and successes are documented. Evidence will signify benchmark and target accomplishments and will be a result of formal and informal collaborative student-teacher meetings.

       Process and Review-As outlined in section II.B.5, prior year summative results and beginning of the year formative assessments are reviewed by teachers and academic coaches. Learners and teachers collaborate to develop learning plans and possible target evidence of achievement. Depending on assessment results, a direct route or progress monitoring model would be used to create a FORE team. Level 2 and 3 interventions/strategies would be identified and monitoring frequency would be determined. Periodic formal learner-teacher (or FORE team) collaborations would be accomplished.

<div align="center">IMAG Academy's Educational Model - Strategies to Ensure Key Components</div>

In addition to the strategies shared above, the following research based instructional strategies complement our academic philosophy and ensures our three main components of our educational model; School Family framework, Manzano's High-Yield strategies, and Project Based Learning. The connections to our educational model are provided below.

1. A safe and nurturing family environment – A social-emotional and communication development foundation through the use of our **School Family framework**.
2. Academic rigor – Mastery of the state and national content area standards through **high-yield educational best practices.**
3. Real World Relevance - Critical transfer and adaptation of knowledge and skills through **community centered project based learning.**

Project and Place-Based Learning via Community Centered Projects

Project Based Learning (PBL) is an essential instructional strategy of our curriculum design. It is inquiry-based where learners address real world challenges and can be used through all educational levels-early years to higher education (Kokotsaki, Menzies and Wiggins, 2016). Integrating community centered projects with our student's personal interest and grade level standards ensure educational purpose while providing deeper learning relevant to the real world. PBL at IMAG Academy includes the nine essential elements of meaningful and academically purposeful projects as identified by the Buck Institute of Education (School Organization & Academic Model Diagram, p 49).

Our school's community-centered projects incorporate the movement from a thinking continuum to the integration of an action continuum (Daggert, 2013). Real world experiences or "full game" experiences (New Tech Network) will occur at multiple levels in order to enrich our concentration on not only the acquisition of knowledge, but its application and adaptation to creating innovative, mindful, accepting and giving solutions when facing unpredictable situations. This type of focused action fits perfectly in enhancing our mission to provide rigor and relevance to our "continuum of experiences".   More importantly, it ensures our learners experience relevant and real world connections to their learning. As there are many variations of PBL, IMAG Academy has chosen to follow the New Tech Network's

iterative process as diagramed below. Aligned with the Buck Institute's Gold Standards, it incorporates a project launch or entry event (our 5 day Roundtable) and many different instructional and learning activities to include formal teaching and differentiated workshops. It culminates with a final product and presentation at our Presentation of Solution.
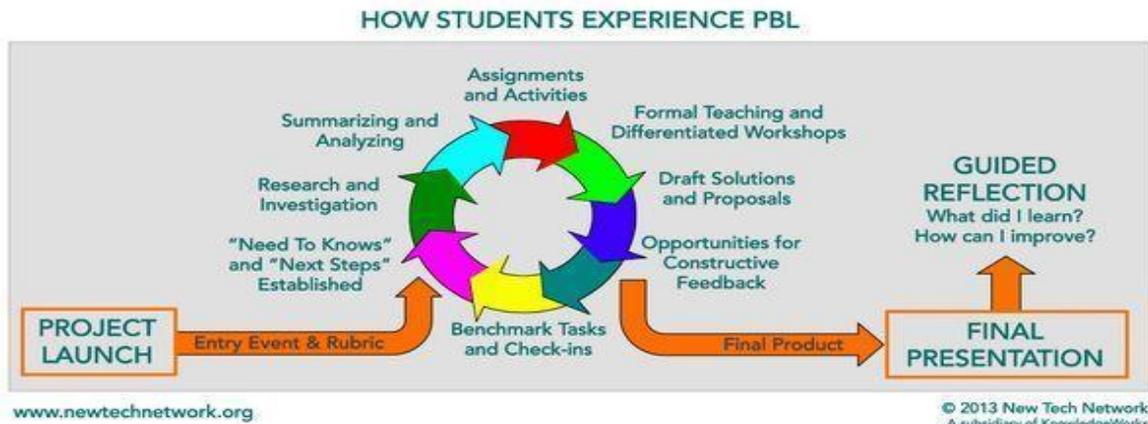
As our semester long projects are plotted along a continuum, the diagram below provides a more linear look at the New Tech Network's PBL process and the many learning activities used. Of particular importance are the essential and interactive benchmarks and reflection activities which ensure our students' opportunities to apply, adapt and transform traditional subject knowledge and skills.
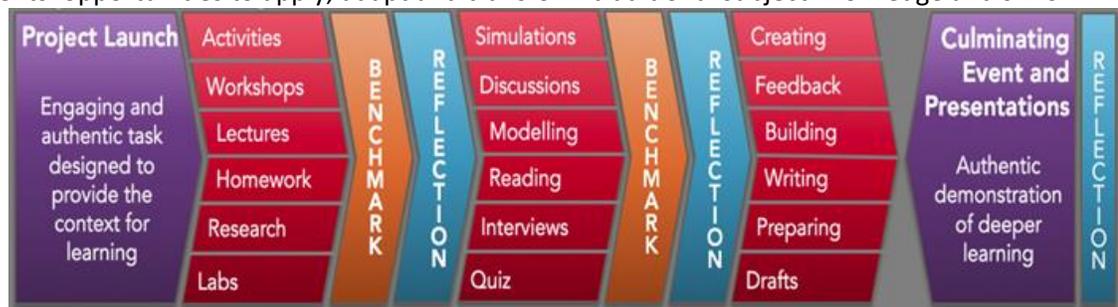
Source: New Tech Network

Project Launch/IMAG Academy Roundtable - Each semester our students will spend the first 5 days focused on learning about a community concern or opportunity. Community guest speakers, field trips, and hands-on activities provide the basic foundation of how the different aspects of business, arts, science and engineering manifest itself within our society. At the end of the week students will have collaborated and composed a driving question that will anchor their semester of work.

School Schedule - Our daily and weekly schedule supports both didactic and learner-initiated instruction via core subject classes and community/project blocked time. This type of scheduling will facilitate a student's mastery of content, skills and growth in conducting research and investigations, analyzing and summarizing collected data gathered via interdisciplinary technology exploration. These daily extended blocks of traditional subjects like math, social studies, English language arts provide students the time to experience how what they've learned can be adapted to the real world. Our afternoon community/project time integrates academic subjects with solving real-world concerns, enhancing a student's capability to problem solve, collaborate, communicate, and be creative and innovative in their thinking, decision making and final solution/product development.

Teaching and Learning Methods - Both teaching and learning methods are dependent upon learner needs and made up of combinations of individualized, differentiated and personalized strategies (Bray & McClasky, 2014). In addition, in preparing students to work independently, methods will include both

didactic instruction and independent inquiry (Kokotsaki, Menzies & Wiggins, 2015). IMAG Academy will employ a variety of high yield instructional strategies as outlined below.

Benchmark and Reflections - With the help of rubrics, teacher and curriculum created assessments; a variety of tools will be used to provide informal and formalized feedback from peers, teachers, and community partners (Mergendoller & Thomas, 2005). As part of our schedule, students will be given time for self and group reflection, further inquiry, and revision. This time will also be used to recognize both individual and group performance (Mergendoller & Thomas, 2005).

Culminating Event and Presentations - Products and presentations are made at our Presentation of Solutions. Choices made throughout the semester results in improved work as students engage in their own journey in transferring and adapting their knowledge and skills as they share how their learning is relevant to the community around them. Our community-centered project extensions bring another level of value-added connection to our learned subjects to the applied issues of business, art, science and engineering. A learner's growing knowledge and skills provide them with a more confident and supported voice to share what they find important. Students will present their innovations at our semester end celebrations. Examples of these innovations are organizational brochures, websites, research findings, software and product prototypes, artwork and original narratives.

Social-Emotional and Communication Development via School Family
The foundation to our learning environment, teaching community and school organization is a safe and nurturing family culture. Our learner's social-emotional and communication development is modeled through social expectations and authentic interactions between all members (educators, administrators, staff, other learners, and parents) of the school family.

As research has shown when education is social and relevant from the learner's point of view, test scores improve and in some cases, dramatically (Leithwood & Jantzi, 2009). In addition to that expectation, we would also predict our student's confidence will soar from their own internal motivation and self-efficacy as they see their knowledge and skills connected to relevant projects within their own school and community (Leithwood & Jantzi, 2009).

Although there are many factors that may aid a student's learning, studies have shown both in educational and psychological research, it is the relationship and positive learning environment created between teachers, students and peers (Leithwood & Jantzi, 2009) that has been the most significant difference in a child's academic achievement (test scores). To support this, co-teaching and teacher assistants will be used to enable personalized teacher-student relationships and more positive peer interactions. This type of classroom structure will also help in differentiating instruction when necessary.

Research has shown that a holistic educational environment with social, emotional and communication development at its core is well suited for our learner population. As the foundation of safety and understanding is offered through our School Family construct, our learner population is enabled to better meet high academic standards and expectations, as well as, the critical capability of adapting learned knowledge and skills in creating solutions to address community problems and opportunities.

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

This school-wide framework teaches, models and expects respectful communication as all school members learn how to authentically interact and build lasting and helpful relationships. The use of classroom/school structures, language, routines and rituals develop an underlying feeling of value, a

sense of belonging and ownership. In turn each member feels supported and acts to support others. As important, The School Family framework is especially helpful in operationalizing community centered projects by helping to build a positive and collaborative work space. Students use and adapt their learned knowledge and skills of the School Family construct as it provides the foundational elements to building trusting relationships at all organizational levels, therefore enhancing our school-wide culture of leadership, mentorship, collaboration and IMAG decision making. It enhances academic and community connections which build intrinsic and extrinsic value and motivation within our school and community members.

The School Family (Bailey, 2011) provides a venue to create an optimal learning environment by
1. Optimizing the development of the brain for physical, social, emotional spiritual and academic success.
2. Strengthening or providing an invisible set of positive assets called family privilege.
3. Fostering connections so all members feel emotionally safe enough to experience conflict as a learning opportunity.
4. Providing safety, connection and problem solving opportunities, creating a bully safe place.
5. Utilizing everyday life of celebrations and conflicts as the social-emotional curriculum.
6. Integrating social-emotional learning into the teaching of academic standards
7. Bringing joy back into teaching.

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

These structures and practices create an environment where learners are able to process their emotions and transform their inner states to allow higher centers of their brain to engage. These foundational strategies listed below will be present within all classrooms and across our campus. Training and coaching support will result in a more connected and relationship based learning environment enabling the learners to self-manage, dramatically decreasing classroom management concerns.

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

Mastering Knowledge and Skills via Manzano's High Yield Strategies
As we looked at the many instructional strategies, it was important for us to understand that strategies may be used throughout the course of each day and across academic, project and social activities. As we looked for strategies that would ensure the appropriate level of rigor, we found it important to select instructional strategies that would yield increases in knowledge and skills acquisition. High-yield strategies, as coined by Robert J. Marzano, have been shown to increase test scores by a 22-45 percentile gain (Marzano, 2001). A list of the specific techniques that will be trained, taught and used across IMAG Academy is listed below.
1. Identifying similarities and differences

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

School Level Instructional Structures

FORE Teams
FORE Teams, are preventive and problem solving teams that are student focused support groups of experts and resources outside of the classroom. FORE Teams provide a structure for our professionals to collaborate with a focused look at a particular student's strengths and struggles. FORE Teams are part of Level 2 of IMAG Academy's MLSS and response process (II.C). A FORE Team can be formed via a referral from any school member in order to assist a student in accomplishing success and/or preventing weakening in any part of a child's life.

Multi-Age Groups
Our multi-age classrooms will be made up of a mix of abilities and ages and will allow learners to look at the world as our campus and everyone in it as capable assistants of learning (Vygotsky, 1978). Through the teachings of Dewey and Bandura, we know that knowledge is acquired from all experiences (Dewey, 1938) and through social interaction with one's environment (Bandura, 1989). We also know curriculum should be comprehensive in its ability to help students to construct their place in this world (Dewey, 1938). Therefore, multi-age classrooms provide natural opportunities for exchanging ideas, positive behavior modeling, practicing responsibility and nurturing, and leadership, social-emotion and communication development. These learning environments will incorporate and integrate venues to tap into a child's capabilities, strengths, and multiple intelligences (Gardner, 1991).

Our learning and teaching environment will be driven by relational (Boyd, et al, 2006) and connective (Gadow, 1999) pedagogies that refer to creating positive relationships between student and teacher and making meaningful connections interpersonally, as well as to others. These are consistent with our educational model's key components.

7. <u>Graduation Requirements</u>.
   a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.
   b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

The IMAG Academy will follow the HI DOE graduation requirements as outlined for the graduating class of 2017. The total credits are 24.

Subject	Credits	Notes
English	4	#1
Social Studies	4	#2
Mathematics	3	#3
Science	3	#4
World Language or Fine Arts or Career & Technical	2	#5 #6 #7
Physical Education	1	#8
Health	.5	
Personal Transition	.5	
Electives – Any Subject	6	
Total	**24**	

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

Source: HI DOE website

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

Regular Courses Scale – 4.0			Honors – AP – Advanced Courses Scale – 5.0	
Grade	Weight		Grade	Weight
A	4		A	5
B	3		B	4
C	2		C	3
D	1		D	1
F	0		F	0

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

8. <u>Virtual and Blended Learning</u>. If the proposed school's plan contains a *virtual* or *blended learning program*, as defined in the RFP:
   a. A clear overview of any *virtual* or *blended learning program* that is appropriate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:

      i.   State the number of anticipated students that will access either a blended model, and/or a virtual program at your proposed school.
         1.   For students accessing the virtual program, indicate the number of hours per month the student will access the virtual or distance learning program outside of your school's site.
      ii.   A description of the general organization of the *virtual learning* schedule (*e.g.*, fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
      iii.   For *blended learning programs*, an explanation of whether and how the program enhances or supports classroom instruction;
      iv.   A description of the teacher's role, the role of any non-teacher faculty members (paraprofessionals, counselors, parent instructional coaches), the student's role and the parents' role in any virtual learning program.
      v.   Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (course development/design, research, website maintenance) and describe how the school will communicate these responsibilities to teachers. Describe how the school will provide professional development appropriate to the delivery method used.
      vi.   A plan for orientation for prospective and enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the school year.
      vii.   A description of the degree of support provided to students using any *virtual learning* program (*e.g.*, little or no support, school based mentoring support, school or home mentoring support).
      viii.   Describe whether a student enrolled in the virtual school can be enrolled in credit bearing instructional activities at another institution.
      ix.   A description of the student to teacher ratio in the *virtual learning* program (*e.g.*, traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

Not Applicable.

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

c. Describe whether students will be required to regularly or periodically attend your school facility. Specify such requirements and describe the facility.
Click or tap here to enter text.

d. Describe how the school will ensure or facilitate student attendance at in-person school activities.
Click or tap here to enter text.

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

Click or tap here to enter text.

f. A description of the proposed school's virtual attendance policy.
Click or tap here to enter text.

g. Describe the virtual and blended learning program's policies regarding truancy, absence, withdrawal, credit recovery, and dual enrollment.
Click or tap here to enter text.

h. Describe the intervention the school will take when students are not logging in and/or completing coursework as required.
Click or tap here to enter text.

i. A sound plan for administering and proctoring mandated assessments, including a reasonable budget that is reflected in the Financial Plan Workbook.
Click or tap here to enter text.

j. Describe the plan and method for the administration of all required state assessments.
Click or tap here to enter text.

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

l. Describe the data retention, security, acceptable use, electronic communication, and confidentiality polices.
Click or tap here to enter text.

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

n. Describe how the school will provide for the health and safety of students in both online and offline activities.
Click or tap here to enter text.

o. Describe how the school will administer required health screenings to students in virtual programs.
Click or tap here to enter text.

p. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators. Describe the scope of technical support that will be provided, including where support staff will be located, and the

hours (including weekends and holidays) and manner in which support will be accessible to students and school employees.
Click or tap here to enter text.

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

r. Describe data protection and recovery procedures in event of catastrophic system failure (including offsite system backup).
Click or tap here to enter text.

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

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

u. Describe how the virtual program will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
Click or tap here to enter text.

v. Describe the virtual program's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
Click or tap here to enter text.

w. Describe how the virtual program will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.
Click or tap here to enter text.

x. Indicate the nature, frequency, and location of all required in-person meetings between parents and school faculty/administration, such as parent-teacher conferences, parent-teacher meetings, field trips, etc.
Click or tap here to enter text.

y. Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions such as open houses and school community meetings.
Click or tap here to enter text.

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

responsiveness to such communications.
Click or tap here to enter text.

aa. Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
Click or tap here to enter text.

bb. Describe whether training opportunities to parents and guardians will be available.
Click or tap here to enter text.

cc. Describe how parents access student grades and understand student progress.
Click or tap here to enter text.

C. Special Populations and At-Risk Students

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

Not limited to those strategies identified in II.B.6 and assessments identified in II.B.5, we will diligently employ appropriate instructional strategies to ensure a full inclusion model. Our decisions on our curriculum units and projects, daily and semester scheduling, staffing plan and personnel resources and school policies and processes are made with the needs of all students in mind. Each learner's needs will dictate the least restrictive environment.

Structures have been designed to ensure personalization and adaptive instructional strategies are used to meet the needs of our students' diverse abilities. Slightly different to other Multi-Tier System of Supports (MTSS) programs, we've inserted an additional level to our Multi-Level System of Supports (MLSS) model to accommodate important community programs (level 3) as we work diligently to keep **all students** on a trajectory of success through a continuum of services, in and outside of school. Provided below is a description of our MLSS and MLSS Response Process.

Along with our Assessment & Collaboration Schedule (**Attachment I**), we've developed a system for all students to have access to early and quality identification, targeted individualized and personalized instructional practices, and appropriate short and long-term progress monitoring. As part of this system we've identified the additional and focused strategies to ensure our state and legal obligations to our special student populations; students with 504 and IE plans, English language learners, students at risk of academic failure, or those gifted or performing below grade level. This process would enhance our ability to provide the necessary services and support system at the earliest possible time.

IMAG Academy will follow a full inclusion model resulting in a system of comprehensive student services. Our Multi-Level System of Supports (MLSS) is described in four levels that include purposeful

and personalized instruction and interventions for all students. Students can receive services/supports from multi-levels at any one time dependent upon their needs. These levels are briefly described below.

Level 1: Classroom Instruction and Project Facilitation – Our teachers will use individualized achievement goals and learning plans to ensure appropriate and instructional strategies to engage all students in their learning. In class instructional strategies and assessments will be employed by each grade level teacher to accommodate needed individualized, differentiated and personalized strategies.

Level 2: Targeted Grade and School Level Interventions – Additional focused interventions would be employed within the classroom for students performing below grade level, at risk for academic failure or dropping out, and or identified as intellectually gifted. These would be done with assistance from other grade-level and specialty teachers. Co-teaching and teacher assistants will facilitate more appropriate pacing and guided practice to small groups and individual students. Subject area tutoring and/or other individualized academic support programs, English Language Learner programs, and our FORE Team are available options at this level.

Level 3: Community Program Enrollment – Community sponsored, on and off-campus programs may provide additional after-school, intersession and transition support for our families. This level of additional programming would assist all students to have extra time in a formalized, but less academically structured environment. In addition, it would be especially advantageous for our disadvantaged and gifted students in their quest for self-efficacy and leadership opportunities. For example, a mentorship and internship program or a scholarship program for before and after school classes for our homeless students.

Level 4: DOE Specialized Services –Special services will be provided by the appropriate departments of the Hawaii DOE determined by the appropriate and legal referrals and resulting evaluations. Interventions would include 504 IE plan identified services and Special Education services.

In summary, along with the use of our universal screening tools (II.B.4) and on-going teacher observation and formative assessments, student-teacher collaborations will guide the specific instructional strategies to be used within classrooms and help to identify other program services that may be needed. Through our research we've been able to better understand our potential student body's needs and have set up a number of Level 2 and 3 programs in order to be proactive and have a structure in place to readily respond when needed; before and after school care and FORE teams.

The table below provides our MLSS response process as a student might progress through the system. Reviews and revisions of the MLSS and response process will be conducted annually in order to capture lessons learned, changes in practices and/or professional development requirements.

MLSS Response Process
The following steps will be followed for **all students** including struggling, accelerated, ELL and economically disadvantaged and at risk students.
Needs Identification - Step 1 **Formal Assessment and Teacher Observation (Multiple Assessment)** * At any time during a parent/guardian or teacher can request formal evaluation under IDEA 2004.
Objective: Initial and on-going assessments to ensure performance and learning is improving and achieved Procedure: ● A referral from a teacher, counselor, or administrator, student or parent will be managed by our Student Services Coordinator (SSC). Teachers will document employed interventions, assessments, supports and

- communication with parents/guardians. IMAG Academy's Assessment Schedule will be used.
- Evaluations will be coordinated through our SSC and classroom teachers. Parents will be kept informed.
- Students will be assessed on age-appropriate skills and grade-level curriculum. Based on results, appropriate programs and services will be coordinated and delivered
- If a request for a meeting has been initiated, either by the parent/guardian or the teacher, the meeting will be scheduled within 15 days of the request.
- Meetings(s) will include parent/guardian, classroom teacher, SSC, grade-level counselor, School Director and others as appropriate to situation.

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

Service Delivery - Step 2 and on-going

Objective: Provide appropriate individualized, personalized or differentiated instructional strategies in content, process or product.
- Data will be collected at the end of each support session, or no longer than a four week or one data cycle.
  - Students can move in or out of instructional support groups on an as needed basis
- If no progress is made with the specific interventions, as recommended and recorded by the appropriate staff member, FORE team, SSC and counselor, evaluations will be initiated and scheduled by the SSC
  - Parent approval will be required for any evaluations and further testing
- When sufficient student data has been collected, the SSC may schedule evaluations in the following area(s) academic performance, communication skills, general intelligence, health, vision, hearing, social and emotional status, and motor abilities
- There may be a need for more information, in which case the teacher and counselor will work together to gather test scores, grades and other data in order to determine which evaluation(s) will be most appropriate for the student
- The appropriate team members and parent/guardian will meet after evaluations are completed to determine the needs and specifics of services required.
- Follow-up meetings will be scheduled as requested or required and be guided by state & federal law.

1,2,3	Teachers, staff or FORE team members will find/create appropriately tiered or scaffolded lessons to accommodate individual learning style, interest, readiness, knowledge and skills. Differentiation can be accomplished by varying complexity in content, process or product.
4	As our teachers/staff will be in communication with any HI DOE service professionals, they would diligently work with individualized and differentiated requirements, recommendations, accommodations, or suggestions made via special program, IEPs or 504 plans.

Assessment – Reflection - Improvement
Step 3 and on-going

Objective: Student/Teacher Collaboration and Support Meetings

ALL	Teachers will meet with students initially to discuss Achievement Goals and a Learning plan. Learning styles, interest, readiness, content knowledge and skills will be taken into consideration. Subsequent meetings will address initial goals and any issues, concerns and changes needed to take place to ensure learning progresses and knowledge and skills are acquired. Teacher assessments and student self-assessments would be used. FORE team member will support the student's plan.
4	Students with 504 plans or IEPs will meet according to specific guidance in associated plans. Revisions will be documented and occur accordingly. Annual meetings will take place to review and revise plans. IDEA mandatory re-evaluations will be conducted accordingly (3 years).
Communication - Step 4 and on-going	
Objective: Parent/Family communication	
ALL	Teachers and/or FORE team members will coordinate any communicate goals, objectives, achievements and progress to parents or guardians.
4	Communication between team members should be documented within appropriate plans.
Feedback - Step 5 and on-going	
Objective: Informal and formal Feedback focused on continuous improvement	
ALL	Students, peers, teachers and other stakeholders will collaborate through multiple forms of feedback activities. Lessons learned will be used to modify work and show continuous learning improvement and academic achievement.
4	Feedback and proposed and final revisions must be documented within the appropriate plan.

2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
   a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;

Attachment B provides a number of school specific information that was used to determine the percentage and number of prospective students at capacity as presented below. Although our resulting student numbers would be based on our specific location and enrollment, the percentages used for K-6 was based on the average of all of the elementary schools in the Waipahu District. Our middle and high school percentage are those of Waipahu Intermediate and High School, respectively.

School Level # of Students	Special Needs % - # of Students	ELLs % - # of Students	Academic Failure % - # of Students
K-6- 350	7%/25	23%/81	72%/253
Secondary-400	10%/39	11%/45	56%/224
Total @ Capacity - 750	**64**	**126**	**478**

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

IMAG Academy's curriculum (II.B.3, II.B.6), daily schedule (**Attachment J – Schedule**), staffing plans (**Attachment F** and Section II.F.4), and instructional strategies (II.B.6) was selected and designed to reflect the needs of our students. All students, to include special needs, ELL and disadvantaged students will benefit from the key components of our educational model. In addition, with the use of our Assessment & Collaboration Schedule (**Attachment I**), the MLSS and response process (II.C) students are assured an early focus on their academic and social emotional development needs. Teachers, Academic Coaches, and our FORE team works diligently with a multi-disciplinary focus on solutions. ELL and Specialty teachers are also available as individual resources or as a member of a FORE team. Students

and teachers will use their informal and formal collaborations to make adjustments in their learning objectives, targets and evidence of achievement. Multi-age groups and project based learning provides students, as well as faculty a chance to explore, engage and make real world connections in all phases of academic growth and decisions about career and college.

    c.   Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;

A student that is eligible for special education services is primarily identified through our registration process after a student has been accepted for enrollment. We will be proactive in acquiring information about the services identified within an IEP or 504 plan. Our SSC will work with the District Education Specialist to ensure we are able to provide the necessary services by a credentialed special education teacher in a timely manner. IMAG shall also work with neighboring schools for educational services beyond the expertise of our staff. In addition, IMAG will use a "child find" process to identify students eligible for identification and eligibility determination; therefore our staff will be instructed on the characteristics of SPED handicapping conditions and referral procedures. Co-teaching and collaboration between our gen Ed and SPED teachers will be practiced to ensure inclusion to the fullest extent.
Our Assessment & Collaboration Schedule (**Attachment I**) provides for early assessments each year. Students with scores below the cut point will be direct routed. Appropriate interventions with further observations and appropriately timed assessments will help us to identify students early, but also help to lessen the concern for misidentification. Progress monitoring will be implemented for those passing, with scores close to the cut point, again to avoid misidentification and to ensure help is readily available.

Early and appropriate processes to assessing a student's language proficiency are the first element of our ELL program. ELL students will be first identified via our enrollment/registration form. Upon this initial identification, students will be assessed using the WIDA English Language Proficiency assessments. Continued assessment will be required to monitor their progress.

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

Unlike other RIT and Multi-Tier programs, our Multi-Level System of Support (II.C) was designed to ensure we kept in- and out- of school programs and services within our decision making process when looking at appropriate interventions and strategies. One example, based on our projections of having approximately 10% of our students being Native Hawaiian, our partnership with Keiki O Ka Aina's new I-LEAD program **(Attachment T)** could provide a great leadership learning opportunity for about 15 students in our first year and growing to 40 at capacity. Our drive to partner and our structures that enhance student-school connections help us to better understand the needs of our students and to provide comprehensive wrap-around service for all students.

    e.   Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;

Our MLSS Response Process (II.C) and Assessment & Collaboration Schedule (**Attachment I**) compliments some of the structures that ensures assessment, monitoring and evaluation takes place in

a timely manner. In addition to the policies and structures discussed for all students, we will support our ELL students through employing 3 ELL certified instructors (at capacity) and professionally developing teachers and teacher assistants trained in ELL certified strategies. We feel it is very important to ensure our program and associated processes provide quality services from the first day of school, we will continue to work closely with our Leeward Complex are ELL educational specialist, Mr Greg Uchishiba. Our program will consist of the following 4 elements.

1. Early and appropriate processes to assessing a student's language proficiency
2. Placing our students in the program to receive services
3. Exiting a student from the program
4. Ensuring the appropriate monitoring is done even after exiting the program

Once identified, the student will become part of a team and will be continually assessed of their ability in acquiring English at a productive level. The curriculum materials we've selected also have ELL components that can be used if necessary.

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

From our first year, IMAG Academy will have a counselor/advisor who will be working with each student on high school graduation, career and college interest, and general college admission requirements. The student's advisor will start working with students in their first year of high school and discuss future goals, the differences between colleges and scholarship availability. College advisors will take advantage of complex area informational meetings, organize workshops and information sessions for students, parents and community members and invite college representatives to visit the campus. Our registrar and office staff will work together with counselors to track completion of courses required by the University of Hawaii and other major universities, credits completed towards graduation, scholarship eligibility, scholarship applications, and progress towards college application submission.

As important, on-going discussions with students will identify inconsistencies with their desired goals (ie lack of credits for desired college). College recovery opportunities will be available via summer classes, online courses, academic support classes, and tutoring.

Two of our metrics are directly affected by our ability and success in promoting graduation; College Readiness and Graduation Rate.

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

Prior to the start of school, our staff will work diligently to identify in-service special needs students and other special circumstances (low test or EOC scores) to ensure we are aware of and work to ensure appropriate services are made accessible (Assessment & Collaboration Schedule). We will work with the appropriate programs and/or HI DOE District Education Specialists to ensure our process and programs appropriately incorporate their recommended tools and best practices. Our Academic Coach, teachers and education assistants will be trained in these best practices. Certified special education educators will be given special consideration during hiring to ensure they are on staff to guide, help, and coach others. Since our goal is for full inclusion to the greatest extent possible, co-teaching and collaboration with general education teachers will be made possible at every opportunity. Regarding ELL certified educators; we project to have 34 ELL students Year 1 and have budgeted to have a .5 FTE, 54 ELL students in Year 2 with 1 FTE, 72 ELL students in Year 3 with 1.5 FTEs. At capacity we will have 3 FTEs to provide oversight services to approximately 126 students.

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

IMAG Academy does not have a virtual or blended learning program.

3. A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

IMAG identifies low-achieving students in the first two weeks of the academic year (**Attachment I** – Assessment and Collaboration Schedule), and implements early interventions as outlined within our MLSS model of layered interventions defined above. As detailed throughout this proposal, IMAG teachers meet regularly to evaluate student data to inform instruction and monitoring decisions. All available student data (MAP, school/teacher assessments) is disaggregated and subject teachers are able to work with close to real-time data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Teachers and FORE team members utilize the data and make appropriate changes or pivots in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Teachers differentiate and individualize instruction per their students' cognitive and social needs. Teachers and our Academic Coach monitor each student's academic progress. Reports are given and discussions are made on a regular basis with the School Director to ensure resources are made available and training is modified. Parents are kept informed of their student's academic progress via student progress reports via our online school information system. Hard copies are made available and communicated to parents via teacher notices and or texts. Parent-student-teacher meetings are scheduled each semester.

Our School Family structures, project-based practices, and staffing structure enhances our strategies for all students in all special populations.   Hands-on learning, individualized and differentiated lessons, one-on-one and small group collaborations are some of the common strategies used. In addition to teacher-focused resources, the following school-wide programs may be especially helpful for those performing under grade-level.
Student Tutoring and Reading Programs – Through in-class centers and small groups, peer or higher-grade tutors/readers provide one-on-one assistance.
Homework Watch Groups – Students are able to participate in homework reviews and discussions on Wednesday mornings. Students are able to ask and answer questions about homework and other problems.
FORE Teams – These specially created teams of school professionals are brought together to provide a holistic view and options that can help student's work.

In addition to our school-wide programs, our afternoon schedule allows both teacher and educational assistants more time to provide extra one on one support on both project and content subject skills. In addition, access to supplemental learning materials would also be available to use at school or home.

4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how

the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

Accelerated learners and gifted and talented students will be provided individualized and differentiated curriculum by making adjustments to content through depth, complexity, and pacing as appropriate to the needs of each learner. Alternative "challenge" assignments for reading, writing, problem solving, and inquiry would be made available. Ability grouping, advanced coursework and real world immersion opportunities would challenge accelerated learners. FORE Teams may also be used to provide a holistic view and more challenging options for these students. Our multi-aged classes will also provide movement to more advanced classes when appropriate. For our high school students, further possible alternatives would be enrollment at the local West Oahu University or Leeward Community College through an Early College Program or an early entry agreement.

Project experiences will provide all students with the opportunities to lead, mentor, collaborate, and to find and develop creative solutions. In addition, our gifted and talented students and others showing potential for additional responsibility will have ample opportunities to excel as leaders and managers of projects and grade or school level programs (ie student tutoring and reading programs). These student programs would be guided by our student/parent coordinator and in collaboration with classroom and resource teachers. An additional resource beyond the school will be school partnerships with local business and possible internships.

D. Academic Performance Management

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

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

        i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;

        ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and

        iii. Reporting the data to the school community.

Refer to Section II.B.4 – Goals & Targets, II.B.5 –Data Use Practices, II.B.6 – Instructional Strategies and II.C – Special Populations and **Attachment I** – First Year Calendar. Each section provides an insight into how IMAG Academy teachers and staff use data from a variety of tools and processes to make decisions on identification of needs, interventions, frequency of monitoring, and exiting a service level. Data also serves as a source of reflection on teacher practice and professional development. These decisions help us to make changes or improvement pivots in our craft, as well as in our mindset. We have chosen Infinite as our student data system.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
   a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them.

Teachers will be our first line of defense for any individual student not achieving expected academic targets. Through one-on-one collaborations teachers and students will create an individualized achievement goal and learning plan that will be used to guide their school year. Consistently not meeting performance thresholds in respective formal or informal formative and summative assessments would be a trigger for further observation/assessments (ref MLSS and Response Process) for all students. Comparative analysis would provide insight into class, grade or school level trends if a high number of students were not performing as expected.

At the individual level, a teacher would review any applicable formalized assessments and reflect upon informal formative assessments of the individual. Collaborating with the student they would decide on corrective actions. In addition to either progress monitoring or having a FORE team created, they would readjust any achievement targets and identify other possible evidence documents. The counselor and school director would be informed either through our FORE team or through our "data" focused PD Wednesdays.

Teachers at the class or grade level, with the help of the Academic Resource Coach, would review previous formal assessments and reflect upon any informal formative assessments of the students. Instructional strategies and methods would be reviewed. Through collaborative discussions, changes in assessments or strategies would be agreed upon. Our Academic Coach and other grade level teachers would act as sounding boards and provide each other instructional observations and feedback. Follow up discussions would enable teachers to reflect on lessons learned and make decisions regarding changes to lessons/units. The school director would have been involved in the discussions and decision making as part of the collaborative team.

At school level, the Academic Resource Coach and school director would discuss the similarities and differences of the class or grade level situations. Observations would be made, strategies discussed and support given. Frequent check-ins, formal and informal would be scheduled and action plans would be developed and monitored. Changes and/or additions to professional development or training resources/opportunities would be made. Permanent changes to our professional development, assessment and collaboration, and or meeting schedules would be made.

The Board of Director's Academic Performance Committee is another level of accountability within IMAG Academy. This committee would partner with the school director in developing annual performance goals and ensures student performance data is used to inform decisions. This committee will also be an on-going resource to the school leader for academic issues and programming and in identifying challenges before they become urgent concerns.

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

social, and emotional development for all students.

Stated within Section II.A.2 Academic Philosophy, our values guide what we believe and our attitudes present itself as a foundational element within our school culture. It transcends our focus areas, desired outcomes, and the daily and weekly schedules. Our school culture of leadership, mentorship, and collaboration has been built into our school via our vision, mission, values and the surrounding organizational structures. It is ingrained within the school's design, chosen instructional framework, school-wide structures, strategies, practices, metrics, policies, and processes, ensuring we continue to create, implement and maintain our chosen culture.

To sustain a positive school culture, IMAG will implement a research based framework called the School Family (II.B.6). It consists of school and classroom structures, rituals, and routines bounded by effective communication language and practices requiring higher level thinking. This school-wide framework results in positive relationship building amongst all school members and develops a sense of belonging, self-value and ownership. In turn each member feels supported and acts to support others. Creating a School Family of acceptance and connection allows the genius in everyone to exist. Through these positive relationships, members will strive to collaborate with others. Our school personnel will be role models for all to experience and want to emulate. As members grow in their ability to choose respect-filled thinking, choices and behaviors, our reward will be the social, emotional, and academic success of our students, families, staff, and partners.

Our school culture is maintained through our daily schedule, community partners, physical classroom and schoolwide practices. IMAG's Wednesday lunch schedule fosters time with peers, family and community partners in an academic setting based on a sense of value and belonging which support critical thinking, collaboration and problem solving. Our projects act as essential connectors of a student's learned knowledge and skills to relevant community concerns and opportunities. By integrating academics with mindful behaviors, everyone experiences the opportunities and benefits from innovative accomplishments as connections are made between a student's heart and mind.

Here is a list of school practices that assist all school members to be contributors as well as consumers in creating, implementing and maintaining our culture.
    a. Student and teacher collaboration results in an individualized goals and learning plan.
    b. Our Wednesday morning staff meeting is dedicated time to collaborate.
    c. Our daily schedule provides long blocks of time for hands-on and collaborative activities.
    d. Community centered projects and community time provides a multitude of natural and composed opportunities for IMAG leadership, mentorship, collaboration, and decision making.
    e. Student project presentations provide a sense of ownership and evidence of ongoing peer, teacher and partner collaboration, mentorship, and leadership.
    f. Collegiality, collaboration and mentorship opportunities via multi-age classes across grade-levels.

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

The classroom and school structures and school specific goals will ensure the needs of our school members are an on-going focus. We have identified two school measures as presented in Section III.B.5

to help us to identify, assess, and monitor the academic, social emotional and the resulting behavioral and physical health of our students.

Goal #2 support our community centered learning as it focuses our students to learn and use the 21st Century skills; communication, critical thinking, collaboration and creativity and innovation. Students will be able to apply these skills as they work on solution-oriented projects and adapt to peers as well as community members and leaders.

Goal #3 helps us to focus on a social emotional health as required for academic success. The use of a formalized tool (BASC-2) will strive to identify students with a higher risk for behavioral concerns, enabling more focused learning (intervention) to take place.

As important to these school goals, our decision to use community-centered projects and our School Family framework builds and creates an environment of high expectations of safe and nurturing relationships amongst all members. In addition, respectful, specific language is taught and used to help students assertively use their words with others in resolving hurtful situations.

The model below depicts the elements of our instructional framework in relations to each other. As we start with our culture, it sits upon the foundational School Family framework. The School Family framework provides the rituals, routines, structures and language to implement, maintain and sustain our culture. Our culture then provides the support to our students to master content and performance standards and perform well at our community centered project based learning. In addition to our educators as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school. As we learn more, our culture is strengthened and perpetuated.

School Organizational & Academic Model
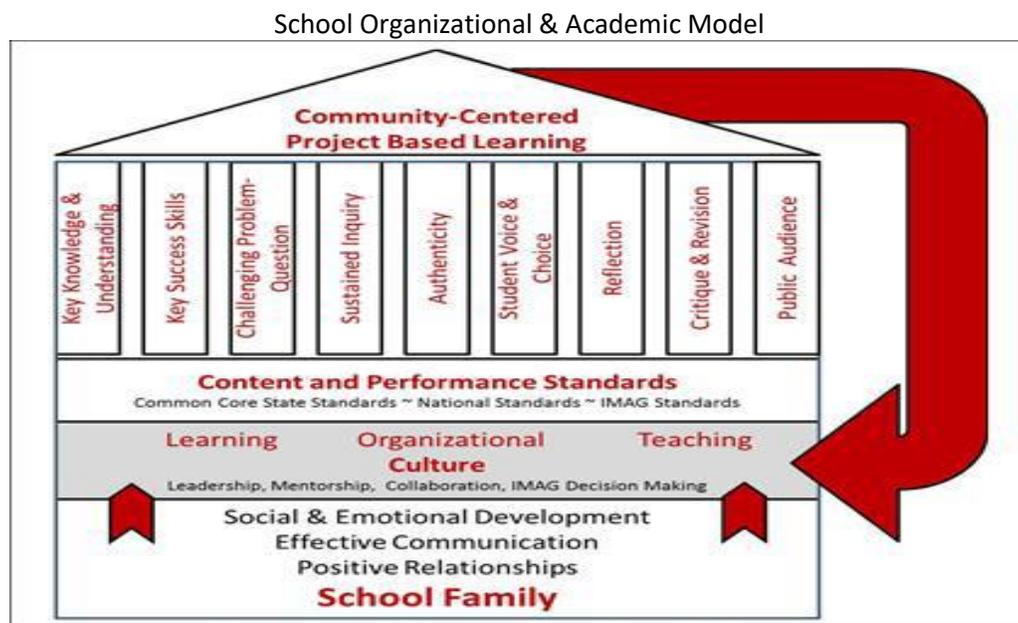
3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to

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

IMAG Academy upholds the belief that college graduation leading to a successful career is attainable for everyone. Our school Organizational and Academic Model above provides the backdrop that embodies the plan for all students to better understand post-secondary career and educational opportunities. The plan centers around the cycle of learn, experience, apply, assimilate and adapt, modeled after the Rigor/Relevance Framework we use to create, assess, and modify lessons and activities.

Through our educational model's key components, all students K-12 start to learn about others, about themselves through interactions with others and their community. This is done through the integration of our content subject areas into our community centered project based learning. Careers and college is always present as students are purposefully exposed to community professionals and leaders. Stories, dreams and paths are shared. This pairing naturally triggers interest in answering a student's pondering question, what's next for me?

IMAG Academy's MLSS and Response Process provide the path for our student/teacher collaborations to grow into a student/advisor relationship in the secondary years. Our staff starting in Year 1 will consist of a counselor/advisor for our first 50 high school students. Similar to project and student/teacher collaborations, a distinguishing feature of a student's career and college preparation is the active participation in the development and design of their future career and academic pathway. Our advisors will work individually with parents and students on a NEXGEN plan. The NEXGEN plan stands for Next Generation and usually starts with the secondary years (7-12) leading up to graduation with life goals spanning pass college and family…into their next generation. Aligned with their NEXGEN life goals, the plan will outline graduation requirements, track extracurricular and volunteer activities, and builds students' resumes in order to support them in the career prep and college admission processes.

Advisors will be facilitators and connectors to information and opportunities. An Advisor will play an integral role in nurturing students' NEXGEN goals as well as their career and college aspirations. They will support college preparation activities, help students to find best-fit colleges, universities and career programs, and advise students on how to make successful transitions from high school to college.

To enrich college-going activities, student leaders with the help of their Advisors will research requirements, and explore financial aid and scholarship eligibility options. College advising workshops will connect students together as they keep track of completed courses and credits required for graduation, college admissions, and scholarship applications,

Graduation and college are just the primary steps to a successful life. Therefore, IMAG is invested in monitoring our post-secondary pathways including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our success will be realized years later as IMAG alumni return to become mentors to current students as they reflect back and dream forward through our NEXGEN Look-Backs and NEXGEN Look-Aheads.

4. Student Discipline.
   a. A clear description of the proposed school's philosophy on cultivating positive student behavior

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

IMAG school staff will be committed to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, relationship building, problem solving, and respectful communication and conflict resolution. To inspire and encourage students to develop their potential in all of these areas, the School Family Framework is a foundational basis for our school, its culture and its processes. Our School family (II.B.6) will teach, model and expect school members to be respectful. Positive student behavior and improvements will be acknowledged and encouraged by the IMAG staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits.

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

IMAG Academy creates and periodically reviews school policies and procedures in accordance with **Hawaii DoE Chapter 19** principles. Policies are created in line with HI DOE Chapter 19 and will ensure a code of conduct and due process is pinned within its processes.

Student discipline-Suspension: Whenever the School Director or designee has reason to believe that a student has engaged in activity warranting suspension, the School Director or designee shall immediately conduct an investigation of the incident. Upon completion of the investigation and findings, the student may be suspended if found that the findings are sustained. The School Director has the authority to suspend students; expulsions must be approved by IMAG Academy Board of Directors.
Appeal: If the student or parent would like to file an appeal, the appeal must be submitted in writing and received by the IMAG Academy Board of Director by the close of business of the seventh school day from the date of the issued discipline notice. The decision of IMAG Academy Board of Directors is final and cannot be appealed.
Emergency-crisis removal: The School Director or designee, in an emergency, may crisis remove a student immediately based upon preliminary inquiry and findings that the student's conduct presents a clear immediate threat to the physical safety of self or others. In case of a crisis removal, investigation, and completion of investigation, suspension or an action by IMAG Academy Board of Directors: (a) The school shall make a good faith effort to inform the parent immediately by telephone. (b) A follow-up written notice shall be mailed to the parent in seven business days. The notice shall contain the following written statements: (1) Allegations of the specific acts committed by the student that form the basis of the disciplinary action; (2) A statement of the disciplinary action(s), summary findings or the report prepared and (3) A statement of a conference date, time, and place if one is arranged.
In addition to the crisis removal notice required by this subsection, the School Director or designee shall attempt to confirm the notice by telephoning the parent.
A student who is the subject of a crisis removal shall be permitted to resume attendance at school as soon as the crisis no longer exists. A crisis removal shall not continue for more than ten school days, except when approved by the IMAG Academy Board of Directors during an appeal. The student or parent, or both shall be given an opportunity to present the student's version of the incident. The student shall be permitted to attend the school of the student pending the appeal unless the School Director finds the continued presence of the student creates a substantial risk to self or others or to the

rights of other students to pursue their education free from disruption. However, the student shall not participate in any extracurricular activities, including but are not limited to athletics, trips, or clubs. **Appeal:** Upon receipt of a written request for an appeal, the Board of Directors shall, within ten school days, schedule an appeal and shall inform the parent of the date, time, and place. Written notice of the appeal shall be mailed to the parent and principal or designee at least fifteen calendar days before the appeal. IMAG Academy School Director shall ensure that alternate educational activities or active participation of the public or private agencies are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days. IMAG will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. IMAG will follow Section 504, the IDEIA, and all applicable federal and state laws, when imposing any form of discipline on a student identified as an individual with disabilities or for whom IMAG has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

IMAG Academy staff will annually review its discipline policies and procedures prior to its in-service and professional training period prior to school opening every year and follow necessary procedures if any revisions or amendments are decided to be made. Students and parents will be asked to provide feedback on the school's discipline policies and procedures during student-parent-teacher conferences. IMAG administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in our Student Handbook.

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

Source for Class of Offenses: HI DoE - §8-19-6 Prohibited student conduct; class offenses.

Class A Offenses:	Class B Offenses:
A) Assault;	A) Bullying;
B) Burglary;	B) Cyberbullying;
C) Dangerous instrument, or substance; possession or use of;	C) Disorderly conduct;
D) Dangerous weapons; possession, or use of;	D) False alarm;
E) Drug paraphernalia; possession, use, or sale of;	E) Forgery;
F) Extortion;	F) Gambling;
G) Fighting;	G) Harassment;
H) Firearms; possession or use of;	H) Hazing;
I) Homicide;	I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
J) Illicit drugs; possession, use, or sale of;	J) Theft; or
K) Intoxicating substances; possession, use, or sale of;	K) Trespassing.
L) Property damage or vandalism;	
M) Robbery;	
N) Sexual offenses; or	
O) Terroristic threatening.	
Class C Offenses:	**Class D Offenses:**
A) Abusive language;	A) Contraband; possession or use of;
B) Class cutting;	B) Minor problem behaviors; or
C) Insubordination;	C) Other school rules.
D) Laser pen/laser pointer; possession or use of;	
E) Leaving campus without consent;	
F) Smoking or use of tobacco substances; or	
G) Truancy.	

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a

firearm to school. The following table summarizes reasons for mandatory grounds for immediate suspension and recommended expulsion.

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed in the following table.

Mandatory expulsion/suspension reasons:	Discretionary expulsion/suspension reasons:
1. Causing serious physical injury to another	1. Attempting or threatening to cause serious physical injury to another person, except in self-defense; or Aided or abetted the infliction or attempted infliction of physical injury to another person; Hate violence
2. Possession, selling, brandishing, or furnishing of a firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil; Violation of the Federal Guns Free School Act	2. Possessed or offered, arranged, or negotiated to sell illicit drugs, intoxicating substances, drug paraphernalia, tobacco or nicotine products
3. Robbery or extortion	3. Caused or attempted to cause damage to school property or private property; Stole or attempted to steal school property or private property; knowingly received stolen school property or private property.
4. Offering, negotiating a sale or selling a controlled substance	4. Engaged in, or attempted to engage in, hazing; Engaged in sexual harassment; Engaged in harassment, threats, or intimidation directed against school personnel or students; Organized or engaged in gambling; Engaged in inappropriate or questionable uses, or both of internet materials/equipment.
5. Committing or attempting to commit sexual assault or committing a sexual battery to a school employee	5. Harassed, threatened or intimidated a student for the purpose of preventing a student from being a witness or retaliating against a student for being a witness.
6. Unlawfully possessed, used, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.	6. Made terrorist threats against school officials, school property or both
	7. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

F. Professional Culture and Staffing

1. Professional Culture

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

Our mission and beliefs shaped the design and educational model of the school and our resulting focus on an engaging learning environment and a collaborative teaching community. The professional culture of the IMAG Academy is built upon leadership, mentorship, collaboration, and decision making (II.E.2-Diagram). All school members are important to creating and maintaining a collaborative and professional culture with teachers as our closest and most consistent touchpoint to an engaging learning environment. Our multi-age group allows teachers to collaborate with other educators in decisions about classroom and grade level curriculum. Daily interaction will enhance mentorship opportunities. Our secondary teachers (grades 7-12) share a schedule that enables each to teach an elective. This allows for professional and personal development and to connect and provide opportunities for exploration and additional training and growth giving staff a sense of belonging.

These opportunities to build community and develop ownership and pride strengthen a group and improve connection between teachers--making for a stronger school team. Therefore our hiring process and induction program will be the first exposure to our culture. With communication flow at the core of our organization, the following structures are essential for a positive professional culture to be implemented to sustain teacher/staff voice, collegiality, leadership, mentorship and collaboration.

- Weekly staff meetings (Wednesday mornings)

- On-staff support personnel (Academic Resource Coach, Project Coordinator, etc)
- School Family Framework
- Schoolwide community centered projects
- Teacher Advisory Group and Staff Advisory Group

In addition, these structures provide venues for our staff to maintain a positive professional culture enabling their needs, wants, and ideas to be readily and easily heard by peers and our school leadership team. This type of teacher collegiality within a school is known to attract prospective teachers, as well as aid in teacher and staff retention. Bottom-line, through our everyday interactions, positive outcomes (increases in teacher and staff ideas and follow through, advisory group involvement, etc) will be signs of success along with low turnover rates and high numbers of teacher/staff applicants.

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

All of our educational model's key components work to provide a positive learning environment for all students and are especially suitable for economically disadvantaged students. Our MLSS and its Response Process (II.C), help in early data driven decisions in assessing a student's strengths and struggles, identifying appropriate interventions, monitoring progress to scheduling of student/teacher collaborations. This and other structures are some of the many drivers that support all of our students, especially those socio- economically disadvantaged.

The School Family framework, through routines and a sense of place, addresses one of the most critical components to success for economically disadvantaged children, a safe and nurturing space for all members across the entire school campus and community. In addition, evidence has shown project based learning has a positive effect on motivation to learn, work ethic and has shown improvement in learner confidence and attitude towards learning (Hargrave, 2004) and in developing creativity (Beckett & Miller, 2006). Research also reports PBL has a positive effect on specific groups of students, including those with average to low verbal ability and students with little previous content knowledge learn more in PBL classes than in traditional classes.

Our schedule and community-centered projects give all students access to role models who will inspire and trigger their motivation to focus on lessons and help them to uncover their potential and develop their self-efficacy. Our instructional leadership team monitors the performance and progress of all students, but with our FORE team construct students who are socio-economically disadvantaged, homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are our focus. When students are identified through a teacher, staff, family, peer recommendation our Multi-Level System of Supports ensures these students receive additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

2. **Professional Development**
   a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching

> and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

The goal of IMAG Academy is to provide the environment for all members (students and teachers) to flourish and be empowered by enabling the acquisition of the proper level of knowledge, skill and decision making. Our professional development goals and efforts will result in improving a member's personal and/or professional growth, therefore each person will receive on-going support and/or coaching when and where needed via our Academic Resource Coach, weekly staff meetings, on- and off-site workshops/conferences and pre- and post-school professional development meetings.

Teacher training, professional development and coaching strives to improve a teacher's craft and practices in providing an engaged and deeper learning environment for all students to experience and be successful according to their learning needs. Professional Development will be rigorous, efficient, creative with a cooperative atmosphere to handle the day-to-day matters and school-based situations. In addition to ongoing professional development activities that support efforts to increase student academic performance, IMAG will provide all staff with multiple opportunities to grow professionally. IMAG will assess staff professional development needs through formal and informal performance observation and surveys. Based on data and combined with our school improvement plans, IMAG will determine common staff development days, and tailor staff development to individual staff needs. The following activities will be used to make data-driven decisions on professional developments topics.

Multi-Sources; Scores, Observations, Ratings, Collaborations and Presentations: Student performance data acquired from multi-sources as identified in our Assessment &Collaborations Schedule (**Attachment I**) will be evaluated to determine staff needs for professional development.

Teacher Peer Observations: IMAG believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Along with co-teaching opportunities within our community project time, each teacher will be supported to make quarterly class visits to other classrooms to observe another's teaching and classroom management strategies. We will invite those wanting to reflect and share opportunities on an individual basis with the Academic Resource Coach, School Director or another teacher.

Walkthroughs/Formal Observations/Evaluations: All teachers are observed in the classroom by our Academic Resource Coach and/or School Director. A rubric will guide observation and also help with developing constructive feedback. Starting with setting goals and submitting a professional development schedule/plan, our teacher evaluation system-Educator Effectiveness System (EES) provides a year round process and schedule to gather the appropriate data to help in our decisions.

School and State Level Changes: In addition to those shared above, there are a number of ways topics will be identified in order to improve teaching, learning and school performance. For instance, professional development may be required at any or all organizational levels due to a teaching, learning or organizational change or a decision. Topics will be identified through the use of a variety of school data, grade or individual need by, but not limited to, the following ways.
- Changes to an existing framework, strategy, policy, and/or procedure
- Decision to use a new or unfamiliar framework, strategy, policy, and/or procedure
- Implementation of a new or changes to higher level government mandate
- Cohort and school wide measurement changes or undesirable trends

- Individual evaluation system observations and results
- Student behavior and achievement trends
- Peer and/or supervisor observations and feedback
- Documented self-evaluations/reflections or action research

Before the end of each school year, an annual professional development schedule will be created to capture our focus and communicate our targets to all of our staff.

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

Professional Learning Communities (PLCs): IMAG teachers will be organized into Professional Learning Communities (PLCs) by multi-grade groupings and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, data driven decisions, and reflective dialogue. The focus questions will rely not upon what was taught, rather upon what was learned. The staff and structures of the school will be responsive to student needs, through professional development in new areas of practice, improvement of instruction using peer coaching, and realignment of time and resources to meet the greatest areas of need, etc.

The educational program is responsive to student needs. Faculty will frequently and collaboratively analyze student data from assessments and adapts their instructional plans to meet deficit areas.
As part of a continuous improvement philosophy we will use PLCs to clarify intended outcomes, develop school-wide community-centered projects, jointly analyze student achievement data, establish team improvement goals, share best practices and materials, engage in collective inquiry and action research regarding student learning. PLCs will provide a support system and promote more engaged, motivated, and successful learning environments. By using a combination of thinking and action our PLCs will focus on developing usable schoolwide strategies with the overarching objective to provide for students' needs academically and behaviorally. PLCs will seek to answer; "How do we ensure that students learn? How do we foster a culture of collaboration? How do we ensure results?

FORE Team: Part of our MLSS, all employees can become a part of a team. As a key member of this student-focused team faculty will be provided opportunities in collaboration, leadership, extending and receiving mentorship, problem solving, decision making, and developing personally and professionally.

Department Level Staff Meetings: All teachers meet departmentally every month to share effective classroom strategies, vertically align curriculum, analyze student achievement data (State tests, ACT results, NWEA MAPs, grades), improve instructional strategies per data indicators. We will also discuss individualized and differentiated instruction, and community-centered project management and other major departmental events, to include discussions on other departmental issues and policies.

Multi-Grade Level Staff Meetings: Grade level teachers meet once a month to collaborate on issues below:
- Classroom strategies, sharing promising practices, curricular and academic issues
    - Grading uniformity, homework load, differentiation, and other academic issues

- Review MLSS levels and discuss support for students with academic challenges (IEP, 504, RTI).
- Long-term project planning (science fair projects, English, history & math projects) and field trips
- Review our Assessment & Collaboration Schedule and apply our MLSS levels
- Discuss lessons learned along with strategies for students with behavioral problems.
- Discussions on common grade level and school wide issues

Wrap Up Meetings: IMAG staff will participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year.

Summer in-service programs: IMAG will hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. The program consists of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Ongoing Professional Development Program for Special Education: IMAG will conduct ongoing Special Education in-service training. IMAG's special education teachers will train other staff members on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers will attend workshops and trainings provided by the HI DOE.

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Induction Program

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Our teacher and staff induction program consist of five elements; familiarization training, grade-level collaboration time, mentor discussions, classroom observations and an annual evaluation.

Program Elements	Timing and Frequency	General Information
Familiarization Training	A special part of our 10 days prior to new school year	Review school's approved charter School Orientation, hands-on training,
School-wide policies	All hands on deck for several sessions prior to new school year	Policies, discussions to policies, procedures and implementation
Mentor Discussions	Initial Monthly Observations Quarterly Director Check-ins	Mentor assigned and met during familiarization training
Classroom Observations	Quarterly or Semi-Annual	Observations by resource teacher and/or school director
Annual Evaluation	Annual process	Initial Assessment Collaboration & Plan of Action Identify Professional Development Observations & Feedback Reflection Evaluation

As part of the startup preparation, **Attachment U** will outline in more detail the school orientation and familiarization training received by our staff.

c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common

planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Our yearly and weekly schedule accommodates a variety of professional development time for our teachers; planning/collaboration time, whole day and weekly Wednesday morning meetings.

Planning/Collaboration Time

As required and due to our long blocks of learning time, our teachers will receive planning or collaboration time of at least 60 minutes per day. Our current schedule is 65 minutes per day. Our teachers would be able to use this time for a variety of tasks or activities;

1. Connecting and extending lesson objectives to classroom, grade or school level projects,
2. Developing differentiated lessons for a specific student or group,
3. Creating new center activities to reinforce a previous lessons that didn't go as planned,
4. Reflecting on a previous lesson that uncovered unexpected and exciting new viewpoints and project possibilities.

In addition, collaborations, co-teaching and/or classroom instructional practice or observations will be coordinated with other teachers, our Academic Coach or school director.

Wednesday Morning Meetings: One hour every week (39 hours) is set aside as a faculty meeting time, to focus on a different subjects needing to be addressed.

Dedicated Professional Development Days: The expected number of dedicated professional development days and hours equates to 16 days or 112 hours in a school year.

1. 23 Jul-3 Aug 2018 (Prior to School Year) – 70 hours
2. 21 Dec (Prior to Winter Break) – 7 hours
3. 7 Jan 2019 (End of Winter Break) – 7 hours
4. 15 Feb (Teacher Institute Day) – 7 hours
5. 25 Mar 2019 (School PD) – 7 hours
6. 3-4 Jun 2019 (End of School Year) – 14 hours

We believe the specific amendment that may be needed within a supplemental agreement is an extension of the length of the day for teachers. I**f we are not able to negotiate our ideal proposal,** we would be prepared to learn about and discuss a schedule or other options that would be acceptable in order to provide the necessary professional development prior to the school year. We plan on having 10 working days of school orientation and professional development prior to the start of the school year. For year 1 it is planned for 23 July to 3 Aug 2018 (based on a planned school start date of Aug 6, 2018). At this time, we believe 5 of the 10 days would be considered an extension of our teachers work hours. If allowed, we would also request additional days at the end of the year. In addition, we believe since this training is mandatory for our employees, a stipend can only be used for volunteer professional development; therefore other options will be investigated. If these additional days are not allowed we would identify those subjects/sessions suitable to do earlier and use contracts paid by our US DOE Grant to pay our teachers to attend.

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

During the course of a normal school year, staff will identify their professional development requests prior to the end of a school year. The School Director will review and analyze the requests against state and school-wide initiatives/goals and any of the topics that were identified from data trends across cohorts or at the school level that may require professional development monies. Mid-year requests will be authorized based on applicability to the overall goals of the school and the alignment of the request to these goals, and available monies. These planned professional development activities will be covered by funds received from our per-seat funding (**Attachment Y**).

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

   Attachment F presents our Staffing Chart Template.

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

   The IMAG Academy plans to be at capacity in 5 years with 750 enrolled students. The grade configuration of the IMAG will be K-12 following a primary (K-6) and secondary (7-12) model with K-1, 6, and 7-12 in the first year. Our organizational chart (**Attachment Q**) provides the lines of authority.
   Leadership Team: School Director, Academic Coaches, Counselors, Registrar, Business Manager
   Academic Team: School Director, Academic Coaches, Educators (Core, Specialty, and ELL) and Assistants
   School Operations: SASA, Project Coordinator, Student-Parent Services Coordinator, Account Clerk, and Facility Care personnel. Our IT services will be provided by a contracted service. Although our staffing plan includes positions for a Business Manager, Registrar and an Account Clerk, we have signed memorandum of agreements with several essential partners; Ho'okako'o Corp and Athlos Academies. Further discussions will determine resulting roles and responsibilities. See **Attachment AA** for details.

   Although we will only have 225 students, a full cadre of services will be needed to accommodate our decision to provide a multi-age primary and secondary school for our transition grades for our area. The following positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We will start the year with 21 full time equivalent positions (FTEs) to provide educational services to 75 primary (K-1, 6) and 150 secondary (7-9).
   Refer to the Staffing chart **(Attachment F**) for a rationale to our decisions.

   c. If the proposed school has a *virtual* or *blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

   Not applicable because the proposed school does not contact an online learning program.

IMAG Academy   59

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

A well-suited school staff is an essential element in accomplishing our mission and succeeding in our vision. Our recruitment and retention strategies start with building and maintaining our organizational culture and the resulting policies and procedures on creating a positive and professional working environment for all personnel. Our recruitment, hiring, and support decisions to build and implement the necessary policies and procedures will be essential starting from our 1st year. **Attachment U** outlines our proposed recruitment and hiring strategy, criteria, timeline, and procedures**.**

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

This section was not used, IMAG Academy is not a virtual or blended learning program.

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

During our start up year, Year 0, our personnel recruiting task force will conduct the initial recruitment activities and work with the staff of Ho'okako'o to set up the appropriate policies, processes and record keeping for hiring, training, evaluation, professional development and dismissal. This would include appropriate background checks, reference and credential verification. Upon an official agreement, IMAG Academy will utilize Ho'okako'o to provide human resource support services.

The appropriate procedures, documentation will accompany all employment, removal and dismissal actions. Applicable dismissal procedures for all personnel will be followed to ensure appropriate action is taken to ensure the health, safety, and /or well-being of our school members. Swift removal from children's presence may be necessary. The School Director will authorize all personnel actions with timely notification required to the Board President or his representative.

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

would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

Attachment G. Highlights of our School Director's Evaluation Tool and our Evaluation Process
Attachment H. Highlights of our Educator Evaluation Tool and our Educator Evaluation Process

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

Goal setting, professional development planning, performance observation, constructive feedback and coaching ensure we continue to do our best in providing the right support mechanisms for our faculty. Our evaluation system and its cyclical timeline ensure these important elements are implemented for each faculty member. The use of our evaluation system for both our school director and teachers will aid in our capability to provide a more substantiated performance evaluation and guide us in individual and school training and professional development.
Satisfactory performance will be documented and feedback will be provided directly to the person. Unsatisfactory director and educator personnel and performance concerns will be handled in accordance with the associated union bargaining agreements. Written objections to performance feedback or a review will be the right for all employees. Areas of disagreement must be written and addressed within a week of receipt. The employee's personnel file will hold all personnel related documents. The appropriate Master Collective Bargaining Agreements and the CESSA and EES tools provide protections and recourse for those administrators and teachers who receive a "less than satisfactory" rating. If unsatisfactory performance persist, even after proper coaching and support has been provided, the school director in collaboration with the executive committee and governing board will determine the appropriate steps to take and assistance to seek.

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

Before finalizing our schedule and agreement request, we will meet with our union representative(s) to make sure we've considered all of the options and the repercussions of our decisions. At this time, we believe these are the areas requiring an amendment.
Teachers work day/year extension.
1. Ten (10) days of "required" professional development prior to school beginning. Five days are allowable prior to the school year beginning.
2. More professional development days increases the teachers work year from 190 to 199. We understand we may be able to offer recall pay to accommodate this increase.
3. Early (1/2 hour) start on Wednesday mornings for dedicated collaboration, planning and professional development. Although, we may have recall pay as an option, there may be other items to consider. Note, our schedule does not include this extra half hour. We will implement if we get the supplement approved.
If we do not get the approval even with the recall pay, we would us our US DOE grant to pay a stipend or use a summer contract to pay for the extra 5 days of professional development and training. We would

continue to request a supplemental contract in out years.

G. School Calendar and Schedule

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

   Attachment I presents our first year's school calendar and all required information. Our schedule allows us not only to meet all union requirements, but also ensures we are able to provide instructional time in purposeful increments. A description of our summer programming is provided in II.H.1. Our school year spans across a 46 week period with 39 weeks of in-school instruction and 16 days (3 weeks and 1 day) of formal professional development, resulting in 181 student days and 198 days for teachers.

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

   The structure of our week enhances the time we will have to focus on knowledge and skills application, assimilation, and adaptation associated with appropriate achievement and learning goals. Reference **Attachment J** - weekly schedules and II.G.2c for minutes/week breakdown.

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

   Primary School: 8:15am - 3:15pm (Mon, Tue, Thu, and Fri) and 9:15am - 3:15pm (Wed)
   Secondary School: 8:30am - 3:30pm (Mon, Tue, Thu, and Fri) and 9:30 am to 3:30pm (Wed)
   Every morning starts with community physical activity, the mornings devoted to core content subject areas. Afternoons are project time and spent in multi-disciplinary learning, research, collaboration and problem solving. Reference **Attachment J** - weekly schedules

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

   The schedule was built to optimize 1630 minutes for our primary level (K-6) and 1690 minutes for our secondary level (7-12) of instructional time each full week of school. The longer periods accommodate our instructional goal of applying what is being learned by doing or experiential activities.
   Refer to **Attachment J** – Student Schedule for details of core courses, multi-discipline, and electives.

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

   See section II.G.2c above.

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

   See **Attachment J** for Schedule breakdown and explanation why it is optimal for our students.

IMAG Academy   62

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

Teacher planning time is essential to ensure instruction continues to meet the standards, but a teacher's grade-level and our school's desired goals and objectives. Planning also ensures lessons are integrated and remain engaging, rigorous and relevant to the students. Each day a teacher will have a free period, therefore at least 60 minutes of planning. In addition, every Wednesday morning teachers are provided 60 minutes to participate in grade level or school wide professional development. Reference **Attach K** for teacher planning time per day and **Attach I** for formalized teacher professional development days.

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

Refer to **Attach I** (Calendar) and **Attach K** (Teacher Schedule) of allocated professional development.

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

We have met current BOE and master bargaining agreement requirements for core instructional time. Refer to **Attach K** for days per school year and **II.G.2c** for minutes per week estimates.

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

Reference **II.G.2e** for a summary of some IMAG Academy's scheduling.

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

Attachment J presents a sample of our weekly student schedule for all school levels.

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

Attachment K presents a sample of our weekly teacher's schedule for all school levels.

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

Attachment L presents a school calendar for year 1.

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

Attachment D presents a sample of a student's day at IMAG Academy.

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

Attachment E presents a sample of a teacher's day at IMAG Academy.

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

Simple and integrated supplemental programs will be imperative to fulfil our vision and mission. These programs, when infused and integrated into the school's culture and academic offerings, can continue to extend our efforts in the cognitive, emotional and social development of our students and others not enrolled at IMAG Academy. Fees paid by the participants will be used to cover the cost of these programs. Scholarships may be provided if grants are acquired.

As our vision of becoming a trusted resource for the community is developed, we understand a parent's or guardian's work does not stop during our school breaks, therefore we must meet our family's needs whenever possible. In order to ensure our supplemental programs are given dedicated time and focus, a part time Projects Coordinator will be used to organize and manage projects and supplemental programs. During intersession and summer periods, this position will transition to full time in order to manage the activities of the specific program.

Funding - Costs will be used to determine the required student enrollment in order to breakeven. As we would like to use these sessions as possible fundraisers, we would adjusts enrollment and associated fee accordingly. A breakeven example for a 1 week intersession is provided below for 100 students.

Revenues	Totals	Costs	Totals
Student Fees (100 students @ $100)	$10,000	Facilities – 4 Classes/1 week	$1500
		Personnel - Coordinator, 4 Instructors, 2 Assistants	$5650
		Supplies - $25/Per student estimate	$2500
		Marketing - Flyers and Banners	$ 300
Total Revenues	**$10,000**	**Total Costs**	**$9,950**

Intersession and Summer Program

Our intersession and summer programs will serve similar goals; extended learning opportunities and a safe and nurturing place a family can trust. It will focus on incorporating community centered projects

and hands-on experiences with field trips within the local community.

The intersession program will incorporate the themes being used in school. It will extend a student's learning by incorporating smaller scoped projects. The summer program will emphasize the arts and business in our projects. For example, it will provide sessions in a variety of areas, such as music, performing and visual arts, computer programming, robotics, and leadership development. The Supplemental Program table below provides an overview of the summer and intersession programs.

Session Info	
Sessions (starting in 2017)	Mar - Spring Break Oct – Fall Break Dec - Winter Break Jun/Jul – Summer Break
Daily Schedule:	8:30-3:30 (Before and After program care may be available)
Participants:	150 max (first year)
1. Open to the public (estimate to have 80% Academy students) 2. Fee based (scholarships will be available) 3. Marketing: In school flyers, district school flyers and announcements, public announcement and community (Mid-Week) and partner calendars 4. Session Leaders: Academy teachers, other DOE teachers, community partners 5. Management Personnel: Projects Coordinator and an administrative assistant	

Supplemental Program – General Information

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

Before and After School Program

The goal of our before and after school program is to provide families a trusted and safe place for their child(ren). It will also be able to provide academic help when necessary by incorporating homework help and/or community centered projects on a smaller scale.   As we would want these programs available on the first day of school, a survey sent out to all prospective students during the enrollment months of March-June will aid on what may or may not be needed.

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

I.   Third-Party Service Providers
1.   Service Provider Selection and Track Record
a.   A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

This section is not applicable.

b.   A description of a thorough process that the applicant used to identify, vet, and select the Service

Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

This section is not applicable. The proposed school does not plan to partner with a Service Provider, therefore **Attachments L, M, N, and O** are not provided**.**

c.   If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment L (no page limit)**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
  i.   Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
  ii.   Either—
   1.   Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
   2.   No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
  iii.   Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.
Click or tap here to enter text.

d.   A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment M (no page limit)**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.
Click or tap here to enter text.

e.   A list or description of all charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited

school and a current accreditation report from **one** of those schools, provided as **Attachment N (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

   d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment O (no page limit)**, that:
      i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
      ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

IMAG Academy   67

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

III.   Organizational Plan

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

A. Governance

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

The vision of our governing board is to uphold the academic, organizational, and fiscal capabilities of IMAG Academy. Its mission is to ethically govern by investing in, developing, implementing, ensuring, and maintaining sound and proven governance practices across all aspects of our school in order to sustain it into the future.

The governance philosophy of the School Governing Board is to be the ethical, legal, and financial stewards of IMAG Academy. It will be responsible to represent and maintain the school's vision and mission while being responsive to the School Director and other stakeholders in their charge of our academic success and the sustainability of the school.
The key stakeholders are IMAG Foundation, Governing Board Members, School Director, and Advisory Board (Students, Teachers, Staff, Parents, and Community Members).
Attachment P presents the Statement of Assurances.

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

The members of IMAG Academy's Governing Board are responsible for ensuring that the school's programs and operations are faithful to the terms of its charter and that the school is a viable organization. The implementation of the Governing Board's policies is the responsibility of the school's School Director.

Only the governing board has legal standing; individual members possess no authority or special prerogatives. Members are judged by their peers and others largely on their willingness to be team players and knowing when to lead and when to follow. Board members are held to high standards of conduct and serve as ambassadors, advocates, and community representatives of the school. Individual responsibilities of the board members are as follows:
- Members serve the institution as a whole. Individual board members have a responsibility to support the majority action, even when they disagree.
- No board member should represent her/himself as speaking on behalf of the board unless specifically authorized to do so. Speaking for the board or school is reserved for the school director or the board president.
- Board members should guard against being the subject of an "ambush interview", especially during times of controversy.
- Seek opportunities to inform the public about the school.

- Prepare for and attend meetings.
- Learn about the school and ask good questions.
- Avoid conflicts of interest, real or perceived, because of affiliations or the temptation to request personal favors for oneself, family, or friends. Individual members must protect the integrity of the board and school at all times through disclosure and by deciding whether their membership may be of lesser or greater value than an opportunity to gain financially.
- Avoid the appearance of using their membership for personal or political gain.
- Abstain from making judgments based on information from disgruntled faculty, staff, or state officials.

The duties of the governing board officers are as follows:
- **President:** The president will set the agenda of the meetings in collaboration with the School Director, and other officers, and preside at all meetings of the Board. The president will do and perform such additional duties as may be prescribed by the Board.
- **Vice President:** It will be the duty of the vice president to assume and perform the duties of the president in the absence or disability of the president or whenever the office of the president is vacant. The vice president will do and perform such additional duties as may be prescribed by the Board.
- **Treasurer:** The treasurer shall oversee the financial and accounting matters of the Board, including custody of all money, valuable papers and documents of the Board, which shall be kept for safekeeping in such depositories as may be designated by the Board, and the treasurer shall see that the funds of the School are expended as directed by the Board. The treasurer will cause to be kept a book or books setting forth a true record of the receipts and expenditures, assets and liabilities, losses and gains of the School and will, when and as required by the Board, render a statement of the financial condition of the School. The treasurer will also do and perform such additional duties as may be prescribed by the Board. In the absence or disability of the treasurer, the duties of the office will be performed by the secretary or other officer as prescribed by the Board.
- **Secretary:** The secretary will give or cause to be given all required notices of meetings of the board, will be responsible for recording the proceedings of meetings of the Board as minutes, will be responsible for posting minutes on the school website via the webmaster, and will perform such other duties as may be assigned from time to time by the Board and by the chair. In the absence or disability of the secretary the duties of the office will be performed by the treasurer or other officer as prescribed by the Board.

3. Organizational charts, provided as **Attachment Q (required attachment, no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Organizational charts are provided as **Attachment Q**.

4. A description of an effective governance structure of the proposed school, including the primary roles of

IMAG Academy   70

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

Our governance structure is made up of the governing board, advisors, an advisory board, and school director.

Governing Board: The Governing Board will have at least 9 members. It will consist of a President, Vice President, Secretary, and Treasurer. The remaining positions will be designated as Board Members. The Board will work diligently to maintain members with a diversity of expertise and perspectives. This diversity will help the board to bring forward different viewpoints to the decision making and problem solving processes of our school.

We will use a committee/task force structure to support well-informed decisions. Our standing committees are Board Development, Executive, Finance, Facilities, Governance, and Academic Performance. Committees/task forces will provide for focused research, deeper discussion and vetted solution recommendations.

The Governing Board is charged with the responsibilities as outlined below. Each responsibility enhances our use of best practices to ensure academic, organizational and financial success.

Advisors: Professionals not able to commit to serving as a Board Member may be asked to complement the board's expertise and become an Advisor to the Board.

Advisory Board: To ensure the active and effective representation of key stakeholders, IMAG Academy will have an advisory board made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. First members expected in Feb/Mar 2018 timeframe.

School Director: Our School Director will be on the frontline providing the necessary guidance, resources and support to all school members.

The following table provides the general roles and responsibilities for our governing structure.

Responsibilities	Actions
Governing Board	
Ensures Effective Governance and Accountability	• Develops and maintains effective governing policies and procedures • Uses appropriate measurements and metrics to ensure on-going awareness of academic, financial and organizational success and concerns • Performs on-going reviews (monthly, quarterly, and annually) to inform pro-active and informed decisions across the school and governing board functions. • Supports and guides our School Director through collaboration and on-going feedback process to include an annual evaluation • Requires monthly director reports and attendance at board meetings • Performs an annual self-assessment of its performance to ensure it is fulfilling its duties and responsibilities
Ensure legal and	• Establish policies to guide the school's board members and staff.

ethical integrity and maintain accountability.	• Develop and maintain adequate personnel policies and procedures. • Adhere to the provisions of the by-laws and the charter. • Adhere to local, state, and federal laws and regulations that apply to the school. • Review reports and public presentations that details the school's mission, programs, financial condition, and progress made towards charter promises
Ensures Effective Organizational Planning	• Maintains a strategic vision and plan that sustains best practices in academic performance, governance and financial management. • Uses applicable measurements/metrics and consistent reviews of the resulting data to inform operational and strategic decision making • Provides guidance to both our board and school director
Manages and Ensures Adequate Resources	• Approve the annual school budget, long-range financial plans, and budget requests for state funding • Manages our schoolwide fundraising and funds development • Uses our committee structure to ensure on-going focus on the essential governance, planning and resources needed to be a successful school • Review budget implementation through monthly financial reports and provide for an independent annual audit by a qualified accounting firm • Review all fiscal audits of school operations • Approve all major contractual obligations of the school. • Approve accounting policies • Ensure the full board has the proper training to be effective stewards of public funding
Ensures Alignment with School Purpose	• Consciously keeps aligned with The IMAG Academy's vision, mission and values with an ultimate focus on successful student performance • Performs annual board self-assessment to uncover areas needing re-vamping
Determine, monitor and strengthen the programs and services.	• Adopt academic and facilities planning documents for the school • Approve new academic and other programs and major organizational changes • Review the degree to which programs and services are consistent with the mission and the charter • Approve measurable organizational outcomes • Approve annual, attainable board and management level goals • Review progress in achieving the outcomes and goals
Recruit and orient new board members and assess board performance	• Provides purposeful board development to ensure best practices • Define board membership needs in terms of skill, experience, and diversity. • Cultivate, check the credentials of, and recruit prospective nominees. • Provide for new board member orientation. • Conduct an annual evaluation of the full board and individual members
Appoint and Evaluate the School Director	• Reach consensus on the school director's job description • Undertake a careful search process to find the most qualified individual • Oversee and approve contract negotiation and renewal • Provide frequent and constructive feedback • Provide an annual written performance review with a process agreed upon with the school director
Advisors	

Provides advice	• Provide expert and professional guidance on specific and pertinent areas of concern as needed
Advisory Board	
Represents key stakeholders	• Ensures active and effect representative of stakeholder groups; students, parents, teachers, staff, and community • Acts as a forum for members to meet, discuss, and collaborate on solutions to opportunities and concerns affecting the group and school • Provides insight and expertise into school and group decisions and solutions • Will meet monthly during the school year and report at the monthly governing board meeting
School Director	
Keeps Board Informed	• Keeps the board informed of school happenings through on-going verbal communications and written reports
Builds/Maintains a positive culture	• Builds and maintains the proper use of resources and mixture of people, processes, infrastructure and organizational structure to ensure academic success

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

   Not applicable as the IMAG Academy will not be using a blended or virtual learning program.

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

   There have been three changes since the Intent to Apply Packet. Ms. Ruby Menon was not able to continue through this application cycle due to being hired for her expertise at a startup technology company. We were able to add two new members to our governing board which added necessary skill sets. Mr. Andrew Hata, JD will be providing expertise in legal and contract affairs. We've also added Ms. Jessica Wong-Sumida, MA, JD who brings experience in the areas of program management, leadership, grant writing, quality assurance, IDEA/504/FERPA requirements.

7. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
   a. A list of all current and identified proposed school governing board members and their intended roles;

   We recruited members with a diverse perspective and a wide level of objectivity due to their current and past positions and experiences. We will continue to work with our advisors, professional networks to recruit a member(s) with specific skills in human resource management. We will continue to distribute school information at neighborhood meetings and events. **Attachment R** presents our board member's Board Member Information Sheets and resumes.

This founding board can provide a long list of achievements as evident within their resumes. Collectively, our capability to act, create, develop, implement and accomplish our goals is unquestionable. The list below will summarize their intended roles and what their focus area will be on the board. In addition, a simple matrix is presented below in this section (III.A.7) illustrating the areas of experience each board member brings to our collective skill set.

Thelma Alane-Financial processes, policies, and contract management
As an investment consultant and systems analyst, Thelma's broad financial expertise will aid our school in looking at our concerns with an open mind. She will help us to see the opportunities for improvement and build the processes to help sustain it.

Shirley Ames – Facilities identification and contract negotiation
Shirley's property management experience will be used extensively in facility identification, lease negotiations, and contracts. Her extensive and current knowledge in this area will enable us to be more aware of the normal practices and negotiation techniques. Her contacts in the Waipahu/Waikele area, along with her negotiation skills will be invaluable.

Deborah Bond-Upson-Educational leadership, curriculum development and assessment
We will look to Deborah to bring the same level of logic and persistence she offers her clients, guiding us to sound and beneficial decisions. Her extensive work experience over many years within the educational industry gives us an operational advantage, especially during this fast moving startup phase.

Sheila Buyukacar-Organizational processes, policies and professional development
Sheila's career in the USAF and her most recent experiences as a non-profit executive director brings a wide range of experience; strategic planning, policy, program and process development, non-profit operations and governance, and fundraising and events management.

Andrew Hata-Legal and Contractual Concerns and Affairs
Andrew currently works as an attorney and is licensed to practice law in the State of Hawaii, State of Washington, and US District Court, District of Hawaii. He also works as the Director of Analytics for a firm that acquires commercial properties for foreign and domestic investors. Given his legal and finance background, Andrew has the ability to analyze situations from multiple lenses.

Melissa Hawkins-Professional development and curriculum development
As an educator, Melissa's background will help us tremendously with our professional development and teacher support systems within the school. Her current membership on another charter school's board will provide us with insight about charter school concerns and opportunities.

Michael Nakata-Fundraising and marketing
Michael brings extensive experience in marketing and fundraiser events. His knowledge and connections will be extremely important in getting the word out about our school and enrollment efforts.

Randall Shiraishi-Policy Making and board development
Randall's foundation is built on extensive expertise working within programs dealing with our youth. His extensive work and time helping to re-build Halau Lokahi's operational viability required policy, process and procedures developed in record time. Being our Board President will ensure action is well thought out and sustainable. He has served for 15 years on non-profits boards.

Jessica Wong-Sumida-Legal, Strategic Planning, Contracts, Policy Making
Jessica's 5 years of experience as the Executive Director of the Autism Society of Hawaii will be valuable in administration of a non-profit. Furthermore, her 10 years at Hawaii Behavioral Health, 5 years in administration as a Director, assisting with writing Request For Proposals (RFP's) and maintaining Quality Assurance of various state contracts i.e. Department of Education, Department of Health, Department of Developmental Disabilities, Tricare etc. will be invaluable.

b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations

in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;

Our nine current board members bring a wide range of experience that spans most of our desired collective skill set. The matrix below identifies our desired collective experience and skill set and presents each board member's experience accordingly. In addition, the areas marked with an **@** specifies a member's deeper level of expertise in these areas and their intended role.

As important, our current members have proven to be passionate learners in getting a job done and bringing resourceful personal networks of professionals willing to help in any way possible.

Board Member Expertise (X= Experienced, @=Deeper level of experience)	Alane Thelma	Ames Shirley	Bond Deb	Buyuk Sheila	Hawkins Melissa	Nakata Michael	Shiraishi Randy	Wong Jessica	Hata Andrew
Governance, program or project mgt	x	x	x	@		x	@	@	
Non-profit administration			x	x	x	x	x	@	
Financial management	@		x	@				x	x
Educational leadership			@	@	@				
Labor relations, collective bargaining						x	@		@
Contract development, negotiations, etc	@	x	x	x		x	x		@
Human resource management			x				x		
Marketing, public relations, communications	@		@	x		@			
Funds development and/or fundraising						x		@	
Legal affairs									@
Strategic planning	x		@	x				x	
Policy making			x				@	x	
Facilities management		@		x					x

c. Completed and signed Board Member Information Sheets (Exhibit 4) and resumes for each proposed governing board member, provided as **Attachment R (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school;

Attachment R presents our board member's Board Member Information Sheets and resumes.

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

We are confident that we have the requisite skills, knowledge, and experience in our board composition needed to effectively govern the IMAG Academy. However, we will continue to utilize the social and professional networks that our board members possess to enhance our board composition as needed. Our board has connections to professional contacts in multiple fields. If a vacancy arises, or a specific skill set is required, our board members will reach out to their own affiliates to seek a new board member. We will also connect with organizations such as the Rotary Club, which is comprised of talented professionals who serve the community, and may be willing to lend their expertise to our school governing board.

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

Board Development to include recruiting is an on-going activity for all current board members and advisors. Our current composition of our board will require us to continue to look for experts with resource management. Our timeline, outcomes and tasks to continue our board recruitment and transition to a permanent governing board is provided in **Attachment U**.

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

Board Member Selection: The selection of the current founding board members is as follows. Sheila Buyukacar is one of four original founding board members that helped to create and develop the original vision and mission of IMAG Academy. As subsequent Board Members were introduced to the mission, each has taken it upon themselves to seek others with expertise needed. Each of the other founding board members showed an interest in helping IMAG Academy become a reality. Each agreed to meet and discuss their understandings of its vision, mission, and values of the school. Upon agreeing to be a founding member, members reviewed a board member's roles and responsibilities, our school's code of conduct.

Currently and during startup, prospective board members will go through the same process as described. Although we have current founding members and preliminary agreements with experienced local and mainland service providers with expertise in all areas, we will continue to seek professionals interested in our schools vision, mission and instructional strategies. This will give us more flexibility in sharing the work load during the implementation phase. Current founding members and advisors will continue to help identify possible board candidates.

The table provided in III.A.7 outlines our collective skills set of the expertise of members needed to create a diverse and capable board. Board member recruitment and vacancies will be tied to the board's strategic plan and handled by our Board Development Committee. This committee's work will be a year-round, on-going activity that will employ both profile and recruiting matrices to ensure a set of recruiting priorities guide their efforts.

Board Member Meeting Information: All committees and task force groups will set a day and time for monthly meetings to take place. Days and times will be de-conflicted as much as possible. The day and time will be posted on our meeting page of our website. Necessary changes will be forwarded via email to anyone on our mailing lists. Agendas will be posted at least 7 days in advance of the meetings.
Start-up phase – Monthly face-to-face meetings with electronic updates will be conducted throughout

the startup phase. Committee and task force chairs or point of contacts will meet as needed; facilities, governance development, teacher and student recruitment, fundraising and funds development. Board professional development will also be scheduled during this time. As our school director will be the full-time organizer, daily communication with the Governing Board President is expected.

2018 June/July Transition: Meetings will continue on a monthly basis to ensure standing committee progress as well as board member and team development. Upon transitioning to the Governing Board, member orientation and training will begin as soon as the board is confirmed.

On-going: Monthly meetings will continue for the board, committees, and task forces. Meetings will be held at one of the school's meeting or conference rooms and guided by a published agenda. To allow for the public access to board meetings, meeting dates, reminders and agendas will be sent home, published in our newsletter and posted on our website. Meetings will be documented with minutes and accessible on our website.

Committees and Task Forces: We will use committees and tasks forces. Committees will focus on the on-going organizational operations of the school's governance and capacity. The following are the proposed initial committees; Executive, Finance, Governance, Board Development, Facilities, and Academic Performance. In most cases, committee chairs will be board members with expertise in the activities of the committee. Other chairs will be recruited from our advisory groups.

The following are the proposed tasks force to be implemented during the startup phase; Funds Development, Startup Facilities, Personnel Recruitment, Enrollment and Student Recruitment, Curriculum-Project Alignment, Board Capacity/Development, Organizational Processes, and Documentation/Forms. Our task force leaders have been identified based on their expertise in a specific area and are listed in the table below.

Committee/Task Force	Committee Chair – Task Force Leaders
Funds Development Committee	Michael Nakata, Jessica Wong-Sumida
Startup Facilities Task Force Facilities Committee	Shirley Ames, Andrew Hata
Personnel Recruitment Task Force	Melissa Hawkins, Sheila Buyukacar
Enrollment and Student Recruitment Task Force Community Partnerships	Sheila Buyukacar Michael Nakata (Marketing) Randy Shiraishi
Academic Performance Committee Curriculum-Project Alignment Task Force	Deborah Bond-Upson, Melissa Hawkins Sheila Buyukacar
Board Development Committee Governance Committee Board Capacity Task Force	Randy Shiraishi, Jessica Wong-Sumida
Organizational Processes Task Force (Documentation/Forms)	Randy Shiraishi
Finance Committee	Thelma Alane, Michael Nakata, Andrew Hata

Committee/Task Force Point of Contacts

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

We believe there are no existing relationships that could pose actual or perceived conflicts of interest or ethical dilemmas. We have already developed a Code of Ethics, Conflict of Interest and Disclosure policy and a Gift and Disclosure policy.

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

We understand governing board recruitment and development will be an on-going activity and will be an important responsibility for our Board Development Committee. With the focus on the approval and implementation phase of IMAG Academy, increasing our current board's capacity will continue. A timeline is presented within **Attachment U** – Startup Project Management outlining requirements for participation, new member orientation, member development, and training topics.

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

IMAG Foundation was awarded 501 (c) 3 tax-exempt status by the Internal Revenue Service effective May 9, 2016 and will support the school in funds development, fundraising, fiscal sponsorship/agency and strategic visioning assistance.

IMAG Foundation's mission is to perpetuate our educational vision and mission through supporting activities and partnerships within the community. The Foundation would develop local and global partnerships to increase the awareness of this vision and mission.

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

The current non-profit board members are Randy Shiraishi, Sheila Buyukacar, and Joe Evans. IMAG Foundation will provide the fiscal sponsorship to the IMAG Academy. The intended roles of the current board members will be the following.
Joe Evans – Financial Management
Joe Evans has over 34 years of experience in financial management with over 7 years within several Hawaii public charter school.
Randy Shiraishi – Policy Development and Governance

Randy Shiraishi has 25 years' experience in social services and nine years in management, as well as 15 years of non-profit board experience.

Sheila Buyukacar – Strategic Planning and Events Management
Sheila Buyukacar has over 30 years in building the necessary organizational structures within organizations in a variety of capacities; as a manager, consultant and business owner.

The current board members provide the foundational expertise in Financial Management, Program Assessment, and Strategic Planning. We will continue to recruit those with experience and capacity in Community/Political Awareness, Program, Assessment and evaluations, Legal Affairs, Funds Development and Fundraising. Refer to **Attachment U** for our plan to identify and recruit individuals to the IMAG Foundation's board.

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

Registrar will ensure all records are up-to-date and transferred to the student's new school, or the Charter School Commission. All property will be accounted for and transferred to the Charter School Commission for redistribution or sale. All financial accounts will be transferred to the Charter School Commission. The Governing Board and School Administration will comply will the Charter School Commission's School Closure Protocol as required by Hawaii Revised Statutes §302D-19 (a). As this board has a member that has been through this process, the board will ensure that there would be an orderly closure that is the least disruptive to the students and families of the IMAG Academy.

B. Organizational Performance Management

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

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

The indicators below will help us to evaluate our organizational policies, processes, procedures and decisions across the school. Our School Director (and Board President) will investigate the cause(s) of potential concerns and work collaboratively to improve and provide the necessary resources to resolve concerns/problems. With these indicators we are able to uncover causes in areas of interest.

	Performance Indicators	Target	Responsible for Collecting
1	Strive Hi Performance Index	Index of our students' test scores, growth, readiness and achievement gap	SASA

2	Enrollment & Projects	Number of students enrolled vs projected	SASA
3	Board Performance	Annual self-assessment of practices of a well-governed board	Board President
4	Staff Turnover	Number/percentage of workers who leave and replaced	SASA
5	College-Career-Business	Survey of what a student actually does after graduation	SASA
6	Graduation Rate	Percentage of students graduating	SASA
7	IMAG Practices – Decision-Making Process	Number/percentage of students using the IMAG Decision-Making process during project	Academic Coach
8	IMAG Practices-Solutions	Number/percentage of students choosing an IMAG driven solution	Academic Coach
9	School Family – BASC 2	number of students with a higher than normal risk level for negative social-emotional behaviors	Academic Coach
10	Compliance reporting	Number of reports/items meeting reporting requirements	SASA
11	Attendance	Number (and who) was absent	SASA
12	Referral-Suspension	Number of referrals and number of suspensions	Counselor
13	Family/Student Event	Number of family/student interactive events or activities	Student Services and Project Coordinator
	Family communications	Number of communications attempts (multiple mediums)	Student-Parent Coordinator

Our organizational performance indicators are focused on measuring a variety of areas essential to providing a positive environment for all of our school members. In most cases, when compiling information relating specifically to our students and staff, our School Administrative Services Assistant (SASA) will be our point of contact. The other organizational performance indicators will be compiled by a variety of people, as indicated in the table above.

The information from these indicators will inform many decision making levels. At the school level, the information gathered will be interpreted by the School Director and used to inform decision making regarding individuals, cohorts, special groupings, as well as at the school level.

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

At the school level, the school director with the help of the appropriate data manager or team will respond quickly and appropriately to Notices of Concern or Deficiency or a corrective action given by the Commission. We feel the organizational performance measures we will be tracking will provide us the

necessary data in the many areas of a school's organization that affect student outcomes.

At the board level, Governance Committee will provide on-going monitoring and reporting of policy and procedure compliance across both the school and governing board.

C. Ongoing Operations

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

Based on our current projected location options, IMAG Academy will be easily accessible to the surrounding neighborhoods, therefore, at this time, we are not planning on providing daily transportation to and from school. Depending on our enrolled student's family needs, if necessary, IMAG Academy will plan to open our doors early to accommodate those families needing to drop children off early, eliminating a family's need to find alternative transportation to accommodate our late start time.

Transportation needs for field trips and other events will be handled by a case by case basis, but the most common option will be to contract with authorized HI DOE Oahu bus contractors. Currently, these are the Ground Transport Inc and Roberts Hawaii. Field trips are an important part of our "roundtable" and community awareness. For planning purposes we will plan on budgeting for 2 field trips for our lower grades K-6 and 3 trips per year for our grades 7-12.

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

The safeguarding and safekeeping of our school spans across a number of areas: personnel, facilities and grounds, equipment and furniture, and information technology (IT) equipment. Federal and state regulations will be followed to ensure appropriate and legal safeguards are employed. The HI DOE Student Conduct and Dismissal Policy will be used to guide and mitigate any disruptive or dangerous behavior.

In addition, to ensure the safety and security of our students, staff and school visitors, the specifics needed to develop standard operating and handling procedures within each area will be determined by our location. Safety and security policies and emergency procedures will be developed and published within our employee and/or student handbooks. Assemblies, parent meetings, newsletters and other communication medium will be used to keep the appropriate audience properly informed. In addition to notifications being made to the appropriate personnel, each advisory group may act as a forum for non-urgent concerns to be voiced and proposed solutions determined and presented.

Personnel – Students, staff and visitors
- This will include reporting procedures of suspicious persons, unsafe facilities, grounds, equipment and furniture. Policies have been developed for the following areas of safety: Visitor Control Policy, Staff & Student Identification Policy, Active Shooter Training: Using the "Run, Hide, Fight" video developed by Ready Houston for the City of Houston and the US Department of Homeland Security,

Child Abuse & Child Protective Services Mandated Reporter Training, Monthly Fire Drills, Material Safety Sheets, Appropriate Touch & Guidance Policy, Student Misconduct and Discipline, and Emergency Procedures for Active Shooter, Fire, or Natural Disasters.

- Training will be conducted annually by staff, board members, or appropriate professionals.

Facilities and grounds
- Our facility personnel will be in charge of keeping our school clean, well-kept, and maintained. Facility and grounds needing repair or items replaced will be handled through our facility personnel.

Equipment and Furniture (to include IT Equipment)
- Inventory of equipment and furniture will be kept by our facility personnel or business manager. Instructions for proper handling will be developed. Physical security and maintenance of high-valued items will be determined by the nature of the item.

Individual computers (network connected)
- Our IT contractor will be responsible for both the virtual security and safety of our equipment. Inventory procedures will be employed to ensure physical accountability of computers and other IT equipment re-assigned to individuals. Standard operating procedures will be developed to ensure proper accountability, responsibility and problem resolution. Appropriate physical and virtual safeguards will be used to ensure our computers are secure from intrusion or inappropriate use.

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

We are anticipating 72% of our primary and 56% of our high school students to qualify for the free and reduced lunch program; therefore we feel at least a lunch meal will need to be offered. A snack program will also be decided upon during startup. Based on our projected location, IMAG Academy will have a number of food service options available. Based on very helpful discussions with staff at the Hawaii Child Nutrition Program, the free and reduced lunch program will require additional paperwork and tracking, but they've assured us their help to ensure we utilize this program as much as possible.

Option 1: FILCOM Center
The center has a certified commercial kitchen and catering capability. The current catering company has extensive years of institutional catering and is considering offering delivery services to schools.

Option 2: Contract services-Keiki Lunchbox
With a Kunia certified kitchen in the plans, Keiki Lunchbox, a company currently being used by a number of schools for school lunch delivery may be available if our 1st option is not feasible or available.

Option 3: HI DOE public school lunch delivery
We have been told by food service personnel at the HI DOE that this service is currently not available for charter schools. We plan on looking into this option and what it may take to request a waiver to this current decision during the startup period.

D.   Student Recruitment, Admission, and Enrollment

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

of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

The goal of our yearly recruitment/enrollment plan is to have all available spaces, committed to students with 50 students on our waiting list by mid-April. We know that during our startup year it will be extremely important to increase the awareness of the first tuition free educational choice in our geographical area and to get our enrollment information out to eligible students. Our enrollment policy and generic process is presented within **Attachment S** – Admission and Enrollment policy.
Our financial success hinges on our ability to attract committed families according to our enrollment projections. This type of enrollment commitment requires a focused campaign with a dedicated timeline and point of contact. Our timeline with activities and outcomes is presented in **Attachment U** – Startup Project Management.

Essential to our plan is to get information into the hands of families with students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc), those in poverty, and families with relatively higher incomes and/or levels of formal education. This type of wide distribution of information across a diverse audience can only be accomplished with the help of partners. We feel the following list of community partners would ensure distribution to the diverse group of families as identified above.

All early childhood care centers and programs in supporting areas
- Early Headstart and Headstart programs
- Non-profit infant care and preschool programs
- Private infant care and preschool programs
    - Mom focused and family related clubs and groups
    - All elementary schools in the area (7th grade applicants)
- Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
    - The surrounding intermediate/middle schools in the area (8th grade applicants)
- Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
    - Private schools not offering high school
- St Joseph's Catholic School
- The Children's House
- Pearl Harbor Christian Academy (in Waipahu)
    - Paid tutoring programs in the area (applicable grades)
    - After school tutoring and special programs (applicable grades)
- Parks and Recreation
- YMCA

In addition to family outreach, our efforts will also include creating partnerships with a variety of public and private school and community service program staff, administrators, and directors of a variety of service providers. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O'Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

2. If applicable, the identification and description of any enrollment preferences that the proposed school

would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

IMAG Academy does not have any enrollment preferences and invite all families interested in our project-based learning methods to apply for admission. However, as a family oriented school, we do have identified an enrollment priority to ensure staff with children and families with multiple children are able to attend the same school. This is covered within our Admission and Enrollment Policy. The enrollment priority is highlighted below.

Current students; Children of IMAG Academy's staff; Siblings of currently enrolled students; Siblings of newly admitted students; All other Hawaiʻi students

3. An admission and enrollment policy, provided as **Attachment S (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
   a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
   b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
   c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements;
   d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities;
   e. A description of how the school will ensure that it will meet its enrollment targets; and
   f. A contingency plan if enrollment targets are not met.

An admission and enrollment policy is provided as **Attachment S**.

E. Geographic Location and Facilities
1. Geographic Location.
   a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.

The geographic area we've chosen is Waipahu. It is part of the HI DOE Waipahu/Pearl City Complex. The area spans across six square miles from Leeward Community College to the entrance of Ewa.
Our geographic location will be located within the boundaries of Waipahu surrounded by the cities of Kapolei, Ewa, Ewa Beach, Mililani, and Wahiawa. Although according to the HI DOE SSIR for school year 2015-6 the median income of our 12,372 Waipahu family households is $75,980 per annum, approximately 72% of primary and 56% of secondary students qualify for the FRL program.

Although our exact address is not known at this time, we plan to locate our school within easy access of Waipahu Street, Farrington Highway and the H-1 Interstate. Our plan is to be located within the block on Waipahu Street, between the streets of Moku'ola/Managers Drive, and Waipahu Depot Street. This specific area provides a number of leasing opportunities to be creative with our initial space and facility requirements, as well as our growth over time. Lease rents in this area are also much lower and their spaces much larger in comparison to other business locations in Waipahu and surrounding cities. As important, this location affords us the opportunity to partner with the Filipino Community Center,

Waipahu YMCA, Ballet Hawaii.

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

We have several reasons for selecting this geographic location. In addition to the families specifically within Waipahu, families within the central leeward area have been limited to their educational options available, especially for grades 9-12. One rationale for selecting the Waipahu area was based on its centralized location to the surrounding cities of Kapolei, Ewa, Ewa Beach, Wahiawa and Mililani. With over 60,045 families representing over 57,080 eligible school age students within the central leeward area, we feel it is essential that an additional educational option is needed.

Private School option - Families within the geographical area can choose from 12 faith based and 3 secular private schools (2 in Kapolei and 1 in Wahiawa). More importantly, tuitions for these three schools ranged from $9,000 to over $16,000 per student. Faith-based private school tuition in the leeward area ranges from approximately $4,700 to $11,000. Either option makes the private school option out of reach for approximately 60% of the students in this central leeward area that qualify for free and reduced lunch based on their families low income level.

Small Public School option - The central leeward area has some of the largest public school campuses across all school levels within the state. The following table illustrates the large campuses common to the leeward area with our Campbell, Mililani and Waipahu complexes holding the three of the largest campuses within the state in each school level.

Complex Area (SY 2014-15) K-12 Students	Total # within Complex Area	School Size High School	School Size Intermediate	School Size Range Elementary
Campbell	10,730	3024*	815 & 897	650 to 1264***
Kapolei	6265	2024	1435**	530 to 1086***
Mililani	7848	2415*	1766**	603 to 873
Leilehua	7813	1745	838 & 842	429 to 948
Waipahu	8413	2450*	1289**	600 to 1400***

Enrollment Numbers – Neighboring Complex Areas

*One of the top three largest campuses – high school
**One of the top three largest campuses – intermediate/middle school
***One of the top three largest campuses – elementary school

"Face-to-face" tuition free public charter school option – There are currently no "full day" tuition free public charter schools in the Waipahu, Ewa, Ewa Beach and Kapolei areas. Currently, Hawaii Technology Academy is a virtual/blended learning environment requiring an involved adult coach to remain home with their students.

Centrally located, school-wide project based learning option – The closest schools offering a school-wide project based learning environment are located on the Wai'anae coast or within the Moilili

IMAG Academy   85

neighborhood of Honolulu. Wahiawa will be offering a K-8 charter school in arts integration. Three schools provide a Hawaiian focused project-based learning environment and are located anywhere from 13 to 18 miles away from our targeted area. In addition, the Waianae coast is in the opposite direction of the normal traffic flow making it difficult to provide parents a school option "on the way to work". Our research illustrates it is apparent IMAG Academy could easily serve as a much needed educational choice to 350 primary (K-6) and 400 secondary (7-12) schools students. The large number of public school students and the lack of educational choices for the families in the area have supported our decision to select Waipahu as a centralized location for IMAG Academy to become a community resource to more than 57,000 eligible school age students within the central leeward area.

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

    OR

    If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.E.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual* or *blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

Our goal is to identify an area able to accommodate our initial needs quickly and our growth without moving any established operations and students in subsequent school years. In addition, we hope to be located within or close to businesses and services that we could easily form partnerships.

The area we've identified is on Waipahu Street between the cross streets of Mokuola and Waipahu Depot Street. This area provides a multitude of classroom (office) space and services to accommodate our growth to its capacity. Immediate building and space usage and services available within this area include the YMCA, The Filipino Community Center (FILCOM), Ballet Hawaii, and Hans L'Orange Park. It is also located close to bus and proposed rail transportation. This location also allows us easy access to possible community and business partners. For example, within walking distance are Frito Lay, Island Heritage, Plantation Market, Hawaii Plantation Village, Servco, and Fuji Film.

This location provides us with many buildings with leasable space and allows us to expand over time. As the school grows to capacity within 5 years, the following information is an estimate of the minimum

square footage needed to accommodate a certain number of classrooms and common or gathering areas. Creativity and an open mind will be our greatest asset.

Square Footage Estimates
Year 1 – 5,500 sq ft – 9 Classrooms, 1 common area
Year 2 – 8,500 sq ft - 14 Classrooms, 1 common area
Year 3 – 10,500 sq ft – 18 Classrooms, 1.5 common areas
Year 4 – 13,500 sq ft – 23 Classrooms, 2 common areas
Year 5 – 15,500 sq ft – 27 Classrooms, 3 common areas
Year 6 – 18,000 sq ft @ capacity- 30 classrooms 3 common areas
             *Classroom = 500 sq ft **Common Areas = 1,000 sq ft

Although we have not been able to obtain lease agreements or memorandum of understandings we are in discussion with representatives for the Waipahu Street locations presented below. Charter approval will help to solidify our intent and capability to perform and therefore becoming a more probable tenant. A facility project management plan is presented in **Attachment U.**

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

See **Attachment U.**

F. Start-Up Period

1.   A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment U (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas

      a.   Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.E.2;

      b.   Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;

      c.   Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;

      d.   Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in Criteria II.F.4, and delivering the professional development, described in Criteria II.F.2;

      e.   Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in Criterion III.A.7.d, the governing board transition plan described in Criterion III.A.7.e, and any governing board training described in Criterion III.A.10, as applicable; and

      f.   Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

A management plan for the start-up period is provided as **Attachment U**.

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

As part of the Startup Plan, 17 people (board members and funded positions) totaling 7005 hours will be part of the team committed to opening IMAG Academy. A table is included in **Attachment U** of the committed hours of all of our team members during this 40 week startup period.

Our current board members have agreed to work within their identified areas as presented in Section III.A.3 and to head their respective Committees and/or Task Force as outlined in Section III.A.6. Their collective expert knowledge and hands-on experience in almost every area recommended for running a successful school is present. As important, each member will be able to tap into their personal and professional networks in the community to bring the necessary people with knowledge, skills, solutions, and energy to opening the school and growing our capability to becoming a welcomed community resource.

In addition, further discussions with two of our essential partners, Ho'okako'o and Athlos Academies will be continued and their expertise will be used to ensure our policies, procedures, and processes are finalized prior to our 1st hiring cycle.

We have identified and budgeted for certain staff personnel to help in our initial and on-going implementation of our startup plan, as presented in **Attachment U**. As our first round of recruitment is planned for Nov-Dec 2017 with hiring scheduled for Jan-Feb 2018, personnel will be available on a part-time basis to help during the pre-opening months of Jan-June 2018. The positions identified and budgeted for will be our school director, business manager, SASA, Project Coordinator, Academic Resource Coach, and two educators. Together with our board members and community volunteers we will be able to successfully integrate and implement our academic and organizational plans in a financially viable way. Funding to cover our personnel costs and other expenses during startup is supported by a US DOE Charter School Program grant.

Sheila Buyukacar has agreed to work near or full-time to be the project manager to handle the opening of IMAG Academy in July 2018. Her project management expertise along with her organizational development experiences will be instrumental in her orchestrating the tasks of the implementation plan and ensuring our organizational structure and plan is integrated correctly to support our academic plan and instructional framework. From a business and organizational standpoint, her positions over the years have provided her in-depth organizational development experiences in strategic planning, policy, process and procedure re-engineering. More important, her 30 years in management and leadership positions have given her invaluable insight and experiences in building necessary and essential relationships across all levels of an organization and community.

IV.   Financial Plan

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

Please see below.

A.   Financial Oversight and Management

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

The financial planning, accounting and reporting system to be used by IMAG Academy will follow generally accepted accounting principles and the rules of our charter contract. In addition and recommended by The National Charter School Resource Center, the systems established will help us to maintain our planning and budgeting policies, accounting and control systems, and oversight and reporting processes.

Our financial leadership team includes our governing board, board treasurer, school director, and business manager. Each plays an important role in providing accurate and actionable information to all stakeholders for a variety of decisions.

Oversight is provided at the "transaction" level by our business manager and school director. With appropriate written policies, procedures and segregation of duties, each will act as a check and balance in accounting for and expensing out resources needed at the school level. Specific purchasing and procurement decisions will require the appropriate approval levels dictated by the governing board policies, controls, and procedures. Our payroll system will require the school director and administrative staff to oversee time and attendance reports and submitting payroll check requests. The school director and board treasurer will review payroll statements monthly to ensure salaries are consistent with staff contracts and personnel policies.

Our school director will be responsible for income and expense estimates for the upcoming fiscal year. Our main income source (per seat funding) will be driven by communicating and marketing student, school and community successes and reaching our projected enrollment numbers.

Our board treasurer will be responsible for monthly and quarterly financial reporting. Accounting reports; balance sheet, revenue/expense and cash flow reports will provide essential insight into our short-term health. Board policies and the resulting procedures will also ensure monthly, quarterly and annual reviews of metrics that indicate information about our financial stability (ie current ratio, unrestricted day's cash, enrollment variance, total margin, and debt-to-asset ratios). Our board treasurer and finance committee will also be charged with preparing for the annual audit and to provide appropriate trending information to help us understand our ability to sustain the school into the future.

An audit of our financial practices will be conducted annually and will be coordinated as a responsibility of the finance committee. Any persons with expenditure authorization or recording responsibilities

within the school may not serve on the committee. The committee shall contract annually for the services of an independent certified public accountant familiar with the nuisances of a Hawaii public charter school. The audit will be comprehensive to include the school's internal controls and practices. It must provide the information necessary to make short-term health and long-term sustainability determinations that would aid the governing board in their decision making.

The audit will be reviewed by the governing board, and submitted to the state's public charter school commission's administrative office. Based on discussions with other charter schools, the cost of a comprehensive audit are from $10,000 to $15,000. We will budget $15,000.

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

The governing board, treasurer, finance committee, business manager and the school director appropriately authorize and control the finances of the school.

Governing Board	1. Ensures adequate financial controls are in place and reports are in accordance with accounting practices and applicable provisions of the charter contract. 2. Reviews and makes financially sound decisions based on our financial statements and associated metrics. 3. Approves operating budget and reviews associated spend plans 4. Approves charter school's investment policies and reviews them annually.
School Director	1. Ensures adequate financial procedures and controls are in place and that financial information is correct and in accordance with accounting practices and applicable provisions of the charter contract. 2. Prepares the operating budget 3. Monitors income and expenses on a daily basis/investigates irregularities 4. Prepares financial and educational program reports 5. Carries out policies established by the charter school board. 6. Provides information and offers recommendations to Finance Committee. 7. Maintains operational control of inventory
Business Manager	1. Administers the procurements and contracts 2. Posts and keeps transaction ledgers and other fiscal documents 3. Prepares monthly, quarterly and annual reports as necessary 4. Works with the School Director, Board Treasurer & Finance Committee
Board Treasurer Finance Committee	1. Acts as liaison on financial matters between the full board and school director 2. Recommends changes/improvements to accounting/control policies 3. Makes recommendations to and revises budget as needed 4. Reviews monthly financial statements 5. Reviews audited financial statements 6. Readies documents for the annual audit 7. Coordinates board training on financial matters

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

The execution of contracts shall be within the scope of the charter school's mission, goals, and annual plans. Purchase of all goods and services will be guided by: (a) price; (b) quality; and (c) dependability. Selecting a vendor, good, or service may be chosen for one or any combination of these factors; however, at all times it will be with the intention of maintaining a top-quality school.

For purchases $5000 and under – The School Director or designee shall follow GAAP and maintain proper documentation.

For purchases of more than $5,000 - The Governing Board shall approve all purchases in excess of $5000. The School Director or designee shall make every reasonable effort to secure at least three quotes and product specifications. Selection from among these offers and documentation of the reasons for selecting the chosen option shall include mention of the aforementioned factors that guide such selection. All agreements shall be in writing, signed and dated by the School Director or designee.

B.   Operating Budget

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (Exhibit 6) as **Attachment Y (required form)**, that align to the Academic and Organizational Plans.

   The start-up and three-year operating budgets are provided as **Attachment Y**.

2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
   a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
   b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
   c. If the proposed school has a *virtual* or *blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

Budgets for all years from Year 1 forward will be financially viable with our state per seat funding. Our Startup Year 0 ($192,617) will be funded by our US DOE Charter School Program (CSP) grant award.

Assumptions - Revenue/Reimbursement

Per Seat Funding - $6,500 per student enrolled

Year	# of Students	Revenue projected Per Student Funding	Disbursement Assumption July (60%)-November (30%)-January (10%)
1	250	$1,625,000	$975,000 – $487,500 – $162,500

IMAG Academy   91

| 2 | 350 | $2,275,000 | $1,365,500 – $682,500 – $227,500 |
| 3 | 450 | $2,925,000 | $1,755,000 – $877,500 – $292,500 |

US DOE Charter School Grant - $749,473 for 3 year **(Attachment Z)** is distributed across 3 years; Year 0 - $200,295, Year 1 – $297,005, and Year 2 - $252,173.

Assumptions – Expenses
Personnel/Staff Plan
1. The number of teachers and assistants are based on creating a collaborative teaching environment of multi-age groupings with an educational assistant for every three core teachers. As important is our goal to provide wrap-around professional development support throughout the school year with the hiring of an Academic Coach, counselors, and project and parent coordinators.
Personnel Salaries
1. Salary costs are from associated union schedules. A 1.6% increase was added to the 2015 schedules for all HGEA Bargaining Unit #3 positions
2. Budget figures used represent a mid-level/mid-step salary recommended by HSTA rep
Facilities
1. Lease rent (includes CAM): $3.00/sq ft *Utilities: $.50/sq ft
Minimum space requirements
Year 1 & 2: Classroom size-500 sq ft each and Meeting area-1000 sq ft.
- Year 1: 5500 sq ft ($198K w/ utilities-$33K) and Year 2: 8000 sq ft ($288K w/utilities $48K)

Year 3: Classroom size-500 sq ft each and Meeting area-1500 sq ft
- Year 3: 10,500 sq ft ($378K w/ utilities $63K)

Cash Flow Worksheet
1. Line Item #1 includes Per Seat Funding (#1)
2. Line Item #2 includes our US DOE Grant (#2)
3. Line Item #4 includes Cash Contributions (#28-Budget Summary)
4. Line Item #7.1 includes all salaries or contract costs for school personnel
5. Line Item #7.2 includes Facility Budget Item: 415 and 440
6. Line Item #7.3 includes Contracts Budget Items: 132, 142, 152, 162, 242, 420, 430
7. Line Item #7.4 includes Furniture Budget Item: 450
8. Line Item #7.5 includes Board Development Budget Items: 111, 113
9. Line Item #7.6 includes Technology Budget Items: 266, 267, 445
10. Line Item #7.7 includes Curriculum Budget Items: 261, 262
11. Line Item #7.8 includes Miscellaneous Budget Items: 173, 182, 185, 244, 370
     a. Supplies & Materials Items: 163, 184, 214, 243, 267, 455

Contingency Plan – Year 1
The following contingencies have been identified if student enrollment is lower than expected at identified milestones. The contingency plan is divided into two parts; increasing student enrollment and reducing and/or delaying expenses. A cash flow worksheet is included at the end of this section.
Increasing Revenue
Increase student enrollment (per seat revenue)
Our startup plan in **Attachment U** includes timelines and milestones to ensure our marketing and recruitment efforts are started as soon as our charter approval.

Reducing Expenses

Personnel and facilities make up the majority of expenses. Although the specific decisions will be dependent upon the actual situation, the following are a number of actions (delay or rethink) that could be taken if we do not meet our enrollment expectations. If the actions identified in personnel #1-3 and facilities #1-5, it could lead to a reduction of $94,653 from our Year 1 budget.

Personnel

If enrollment figures do not reach our planned numbers by May 19th there are several actions that can be taken to adjust hiring decisions.

1. Business Manager (.5 FTE - $28,584 – reduce to $12,000)

a. Evaluate work required and redistribute transactional tasks to SASA

b. Seek professional bookkeeping support services contract

c. Use contracted services for more flexibility on cash flow

2. Facility Support Staff (.5 FTE -$19,464 – reduce to $12,000)

a. Evaluate work required and seek professional facility support services contract

b. Use contracted services for more flexibility on hours

3. Delay and/or reduce number of books, laptops and chromebooks ($55,705-reduce to $9,100)

4. Core Teachers (FTE - $52,049) and Assistants (FTE - $37,051)

a. If enrollment doesn't support a full class – eliminate a class/teacher position

b. If enrollment supports a smaller class than planned – combine for possible co-teaching and/or reduce teacher assistants to half time (-$18,234) or eliminate position (-$36,468)

Facilities

There are also other decisions that could reduce facility costs ($198,000 - reduce to $174,000)

1. Seek space and equipment "sharing" options with landlords-negotiate lower rental charges, helping to delay equipment purchases

2. Reduce square footage requirements – Currently our Year 1-3 lease options are already organized into classroom and meeting areas

3. Ensure lease contract includes reduction clause due to changes in enrollment

4. Request a lower starting rent cost for the first 6 months in return for a mid-lease raise or higher annual raise (Year 2) when a stronger financial position is projected.

5. Negotiate lower rent for renovation/permit requirements

6. Request in-kind donation for extensive renovation in return for long term lease terms with higher than normal yearly incremental increases

Contingency Plan – Startup Year 0

Although we have been assured our US DOE CSP grant is available, our contingency plan/budget will eliminate, reduce, or realign (delay) our expenses in an effort to plan our cash flow if necessary.

C.   Financial Performance Management

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

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

The indicators we selected provide us a predictive view of our short-term ability to pay our bills and to sustain ourselves over the long-term.

Financial performance is the foundation to our organization and these indicators will allow us to keep focus on short term health issues and long term sustainability concerns. We will have a business manager on our staff to make sure that all of the details are taken care of. Our business manager will be the staff member to maintain, manage, compile, and interpret the resulting financial metrics. In addition, our Board Treasurer and finance committee members will be part of the team of financial professionals to ensure our interpretations are checked and our decisions are financially sound. As important, an outside CPA will be used to perform an annual audit that will include a comprehensive analysis of our accounting policies, practices and procedures.

Monthly reports will be made by the Board Treasurer to the Governing Board. The following list consists of metrics we will use to track of our short term health and long term sustainability.

Financial Management Metrics – Ratios Details

	Performance Indicators	Target
1	Current Ratio	Greater than 1.1
2	Unrestricted Days Cash	60 days or more, OR btwn 30 and 60 days cash & positive
3	Enrollment Variance	95% or higher
4	Total Margin	0% or higher
5	Debt to Assets Ratio	50% or less
6	Cash Flow	$0.00 or more
7	Unrestricted Fund Balance %	25% or higher
8	Change in Total Fund Balance	$0.00 or more

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

With the financial metrics to be used within the school, we will identify concerns and problems early on to make adjustments to our financial decisions and situation. Not meeting or exceeding acceptable levels in the different metrics would trigger more review into the factors that may have contributed to a low or high ratio or unacceptable result. In addition, historical and current data will be plotted and analyzed for a trend that could reveal supporting concern. Understanding situational decisions will also reveal a poorly timed decision rather than a chronic and concerning situation.

No matter what the situation, audit finding, concern or deficiency notices, or financial difficulties, the school director and/or the board treasurer will quickly and immediately response to lay the foundation for corrective actions to take effect.

The Board of Director's Finance Committee provides financial accountability within IMAG Academy. They will work closely with the Business Manager and School Leader in ensuring the proper checks and balances are not only part of policy, processes, and procedures, but that best accounting practices are being used and followed.

Below is our Contingency Plan – Year 1 Cash Flow Worksheet. It presents the results of 150 enrolled students, 75 students less than our projected count.

Contingency Cash Flow
Year 1
Contingency Enrollment Target: 150 students

Description	Total	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revenue													
Per Seat Funding	$975,000	585,000				292,500		97,500					
CSP Grant	$297,005							49,501	49,501	49,501	49,501	49,501	49,501
Contributions	$19,875	5,000			2,500		2,500		2,500		1,375		6,000
Total Revenues	**$1,291,880**	**590,000**	**0**	**0**	**2,500**	**292,500**	**2,500**	**147,001**	**52,001**	**49,501**	**50,876**	**49,501**	**55,501**
Expenses													
7.1 Educators and Staff - Salaries	$1,020,243	85,020	85,020	85,020	85,020	85,020	85,020	85,020	85,020	85,020	85,020	85,020	85,020
7.2 Facility Cost (Lease $ & Utilities)	$207,000	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250	17,250
7.3 Contract Services	$19,000	3,667	3,167	667	667	667	1,167	667	667	667	667	667	5,667
7.4 Furniture	$5,000	0	0	0	0	0	0	0	0	0	5,000	0	0
7.5 Professional Development-Board	$1,600	0	0	800	0	0	0	0	800	0	0	0	0
7.6 Technology - Teachers/Students	$13,100	500	500	500	500	500	500	500	500	500	500	5,100	3,000
7.7 Curriculum	$9,500	625	625	625	625	625	625	625	625	625	2,625	625	625
7.8 Miscellaneous	$5,850	0	1,425	125	250	625	0	1,675	575	0	0	1,175	0
Total Expenses	**$1,281,293**	**107,062**	**107,987**	**104,987**	**104,312**	**104,687**	**104,562**	**105,737**	**105,437**	**104,062**	**111,062**	**109,837**	**111,562**
Net Cash	**$10,587**												

Contingency Assumptions:

1. Enrollment: 150 students (75 less than projected)

2. US CSP Grant helped us to maintain level of staffing for this example – would rework teacher's schedule to ensure coverage than reduce FTE accordingly

3. Although not taken in this scenario – more variable costs **may be reduced** that were not taken previously, ie rent and technology.

4. Changes made in salaries by contracting out some of the positions.

Concerns & Results

1. Maintained # of teachers to ensure Secondary School scheduling, therefore this scenario did maintain 9 FTE educators, 2 FTE Specialty educators, .5 FTE ELL educator, 1 FTE Academic Coach, .5 FTE Project Coordinator, and 3 FTE Educational Assistants.

V. Applicant Capacity

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

See below

A. Academic Plan Capacity

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Academic Plan successfully. The evidence must include a description that:

   a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and

   b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

Deborah Bond-Upson and Sheila Buyukacar, have individual experiences with designing, launching and implementing a number of academic programs. Both Randall Shiraishi and Melissa Hawkins have been extensively involved as charter school governing board members. In addition to these current members, our board's Academic Performance and Governance committees and our Academic Resource Coaches and Counselors will play a critical role in keeping our focus on the pulse of our academic framework and instructional strategies. Below is just a small view into what this group has done individually. Their resumes provide a much more detailed account of their accomplishments.

Deborah Bond-Upson has extensive experience in a variety of education, business and technology initiatives. She has held executive and leadership level positions throughout a number of educational organizations. She created Teacher Universe, as she leveraged technology and assessments to empower teachers and students. As a VP in Product Development for Kaplan Educational Centers, she led 28 west region schools and 30 campus programs. Her curriculum development efforts in teacher professional development and assessment were adopted by the state of Georgia.

Sheila Buyukacar developed the DreamSmart curriculum and program that incorporates project based learning and structures of the Conscious Discipline framework. She implemented the Conscious Discipline framework at a local private school that included developing and facilitating the training and professional development for the school's teachers and headmaster. She developed a wrap-around support system to compliment the workshop sessions and supported the teachers in the classroom. Sheila also has served as the Executive Director of The Baby Hui nonprofit organization. During her term Sheila was able to increase the number of her parent engagement programs with little to no additional resources resulting in a growth in attendance at all of the events.

Melissa Hawkins' classroom experiences include creating and implementing math, language arts and science programs for elementary students. She has incorporated the Habits of Mind concepts to help her students learn "soft" skills in addition to normal subject matter content. Her use of formative assessments has enabled her to better understand her student's needs and adjust her instructional strategies and classroom lesson plans.

Randall Shiraishi's experiences as a Hawaii Job Corps youth counselor and supervisor was responsible for implementing a student evaluation process and assessment program. In addition to his administrative duties, he developed and operated a student civics/leadership program involving student community service.

Collectively, this group has proven their ability to design, implement academic programs in schools. They have built the administrative backbone (policies, processes, and procedures) that will support our school. Success in curriculum, instruction and assessment is an essential requirement in the many endeavors accomplished by this group. The use of a holistic set of performance management measurements will aid this group in the school's capability to see academic, organization and financial concerns with short and long term views. All members have designed programs that ensured family and community engagement. Their design for The IMAG Academy takes their collective lessons learned into consideration.

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

Our knowledge of our prospective students comes from three of our founding members.
Randall Shiraishi was raised in 'Aiea and is familiar with the dynamics of the leeward area. He has over 25 years of experience working with children, youth and socio-economically challenged populations. As a counselor, counseling supervisor, and admissions manager at Hawai'i Job Corps, with over 90% of the students were Hawaiian, Filipino, Samoan or Micronesian (including Marshallese), he was well aware with multi-ethnic populations. He became familiar with their customs and family dynamics, as well as the political realities. His Job Corps position also gave him experience with English Language Learners from the Pacific region. In addition, as 40% of the statewide child welfare cases emanate from the Leeward region, his involvement in the foster care system gave him a rare insight into the Leeward area.

Ms Shirley Ames is a long-time resident of the Waikele/Waipio area. She attended the neighborhood public schools and her parents still live in the family home. Her daughter attends Kanoelani and participates in the local area parks and recreation programs. Shirley is well aware of the problems and opportunities of both public and private schools in the area. As importantly, she has a large network of leeward area professionals offering us their expertise.

Sheila Buyukacar grew up in Waipahu. She attended August Ahrens Elementary, Waipahu Intermediate and graduated from Waipahu High School. She also attended Leeward Community College. More recently, she was a substitute teacher within the Waipahu/Pearl City Complex Area for a couple of years and frequently worked at Waipahu High School. Her last position was as a long-term substitute at Waipahu High School. She became quite fond of her students over the course of her assignment as she found her classroom to be a mecca for students during recesses and lunchtime. Spending time with and grading over 100 of her students writing assignments has given her a rare insight into their wants, desires and hardships.

IMAG Academy   97

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

Athlos, PLACES, and Ms Porter are our essential partners in the implementation of our Academic Plan. Their letters of intent or Memorandum of Agreement are included in **Attachment AA.**

- **Athlos - School Leadership, Board, and Teacher Professional Development**
- **Ms Donna Porter - Conscious Discipline and School Family Framework**
- **PLACES University of Hawaii, Manoa- Place and Project Based Learning** (Place-based Learning And Community Engagement in School)

4. School Director.
   Submit a position description for the school director. The applicant is required to provide the position description as **Attachment CC (required attachment, no page limit)**. The position description shall include:
   a. The job description, responsibilities, characteristics, and qualifications for the school director. The position description shall include rigorous criteria that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and
   b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.
   Submit **Attachment BB** to indicate that the school director is known or unknown at the time of the application.
   c. If known, identify the school director, and provide as **Attachment BB (required attachment, no page limit)** the school director's resume including their academic and organizational leadership record.

   Our School Director's position description is provided in **Attachment CC.** It provides our a job description, responsibilities, characteristics and qualifications we deem essential to be our School Director, especially during this important and chaotic startup and implementation phase.
   We have selected Sheila Buyukacar to be our school director. Her resume is provided within **Attachment BB**. A summary of her academic and organizational leadership record is included.

5. Management Team.
   Submit position descriptions for a business manager and registrar (or positions that will carry out the duties of a business manager and registrar). These positions will make up the proposed school's leadership or management team beyond the school director. The applicant is required to provide the position descriptions as **Attachment EE (required attachment, no page limit)**.   The description must include:
   a. The job description, responsibilities, characteristics, and qualifications for the business manager and registrar. The position description shall include rigorous criteria that are designed to recruit individuals for these positions that have the experience and ability to perform the duties of each

position.
b.   A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria. Submit **Attachment DD (required attachment, no page limit)** to indicate that the business manager and registrar is known or unknown at the time of the application.
c.   If known, identify the individuals who will fill these positions and provide, as **Attachment DD (required attachment, no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

The positions within IMAG Academy considered to be essential to working with our School Director in leading our School Family and managing our limited resources are the functions of our Registrar, Business Manager, Academic Resource Coaches, Counselors, and Student Services/Project Coordinators. Also essential is our Governing Board.

At this time, none of the personnel have been identified; **Attachment DD** is attached. A hiring timeline, recruiting and selection processes can be found in **Attachment U**. Position Descriptions, **Attachment EE,** will describe their responsibilities and qualification requirements.

B. Organizational Plan Capacity

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

Our team has a wide range of experience in developing youth programs and educational services. Most important is our capability and proven record to ensure the necessary policies, processes, and procedures are put in place to support and maintain our school. Each member of our team has had to work with staff and their professional development needs. Their understanding of what it takes for a new organization to be viable required their attention to performance management measures and associated metrics across the organization. In addition to our current collective capability, our Governance and Board Development Committees provide additional focus on these important areas.

As we solidify our partnership with Ho'okako'o, their extensive experience and proven record within the operations of charter schools will be instrumental in all aspects of the operations of IMAG Academy. If found acceptable, the functions of a Business Manager and Registrar will be provided through Ho'okako'o. Our first hires, will be our School Administrative Services Assistant and Academic Resource Coach.

All of our current founding members will be bringing a different perspective to the planning and implementation of IMAG Academy. Those providing extensive backgrounds with an organization's development are shared below.

Randall Shiraishi's intensive reign as the Executive Director at Halau Lokahi during their charter revocation process provided the platform for him to develop, policies, processes, and procedures to be used to impart controls, checks and balances across the school's operations. His comprehensive research into the laws, rules, and regulations of charter schools and state entities led him to provide the school a foundation of stability during a trying and exhausting fight. In addition, as their Governing Board's Vice Chairman, he was responsible for the governance and oversight of the charter school, leading him to create the necessary governance documents required. Even in light of the school's eventual closure, his positive attitude was contagious as he supervised five staff members.

Thelma Alane provides IMAG Academy a wealth of knowledge and practical experience in the startup of organizations. As a systems analyst she routinely developed project plans and improved productivity through streamlining processes while emphasizing best practices for data collection, reporting and decision making.

Sheila Buyukacar's experience is a continuum of years in and outside of US Air Force supervising personnel in creating and implementing new programs. During her 20 years of service, her expertise and skills in policy and operations process development, project planning, implementation and integration usually found herself as part of a special group of officers tasked to "make things" happen. Her ability in building comprehensive programs that included staffing requirements, professional development training workshops and performance management measures offered her many opportunities to work alongside higher ranking officials.

Deborah Bond-Upson is an education innovator and leader in providing well thought out and successful professional development capabilities. One of her many ideas delivered the Teacher Universe technology that integrated training programs across the state of Georgia and accessible by over 70,000 teachers. As an executive at Best Practice Networks, she continued to lead product development to include extensive marketing and partnering with schools across Florida, Georgia, and Massachusetts. Over the years, Deborah has learned that nothing is impossible and she proved it again as she co-founded a Hawaii based chapter of Parents for Public Schools, a group with the goal of improving school, parent and student engagement.

Jessica Wong-Sumida's five years of experience as the Executive Director of the Autism Society of Hawaii will be valuable in the area of administration. Furthermore, her ten years at Hawaii Behavioral Health, five years in administration as a Director, assisting with writing Request For Proposals (RFP's) and maintaining Quality Assurance of various state contracts i.e. Department of Education, Department of Health, Department of Developmental Disabilities, Tricare etc. will be invaluable. She also assisted with the company's strategic planning and creating policies for the various programs that was implemented throughout the offices statewide. She has both a Masters in Psychology and a Juris Doctor which will contribute in legal affairs.

Andrew Hata currently works as an attorney and is licensed to practice law in the State of Hawaii, State of Washington, and US District Court, District of Hawaii. He also works as the Director of Analytics for a firm that acquires commercial properties for foreign and domestic investors. Prior to his current positions, he worked as a securities broker and investment analyst. Given his legal and finance

background, Andrew has the ability to analyze situations from multiple lenses. Andrew comes from a family of educators, and all of his immediate family members currently work in education – either in California or Washington State. He has a deep respect for those with the ability and skill set to serve their community. He is a lawyer that looks for opportunities to assist individuals and institutions which serve our community's children.

Shirley Ames has extensive years of property management and real estate experience. Her personal and professional connections in leasing and acquisition of commercial properties will be invaluable as we identify classroom and office space for our school.

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

Ho'okako'o Corporation may be an essential partner in the implementation of our Organizational Plan and the essential expertise and experience required to perform these important functions. Their Memorandum of Understanding is included in Attachment AA.

Ho'okako'o Corporation is a Hawaii based non-profit organization that has a mission "To provide leadership, accountability, and direct support to high quality charter schools in the reinvention and transformation of public education for the purpose of improving the academic and personal growth of students and the contribution of schools to their Native Hawaiian communities." Their Organizational Values are: Excellence in student achievement; Visionary school leadership and effective school management; and Meaningful and purpose-driven community involvement. Their Educational Philosophies include: A strong foundation in early education; Quality school leadership and governance; Career pathways for "master teachers"; and Innovations in teaching and student learning.

C.   Financial Management Capacity

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

Our current founding members all have developed financial management capabilities due to their involvement in various programs, products and organizations. However as suggested by our Board Member Expertise Matrix, there are two members especially astute in financial management, funds

development and fundraising. In addition, our capability will also increase as we partner with Ho'okako'o during the initial startup phase and our Finance and Board Development committees are formed.

Although not part of our official board, a 34 year veteran in financial management, accounting and internal control processes, Mr Joe Evans (Letter of Intent provided in **Attachment T**) has offered to provide on-going support and guidance in developing our financial systems. Both Ms Alane and Mr Evans will work with our School Director , SASA and Ho'okako'o to ensure our in-house control processes and procedures are understood, followed and used.

Thelma Alane has been named our Board Treasurer due to her natural and professional ability to understand financial system requirements and develop the processes and technological tools to aid in our controls. As a Division Director at Socialserve.com she managed a data collection and reporting application used by government agencies and non-profit organizations.

Andrew Hata's experience as a financial analyst and planner will strengthen our financial oversight.

Michael Nakata's specializes in funds development and fundraising with and for non-profit organizations. His efforts for Autism Society of Hawaii grossed $40K in just a two day period.

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

Ho'okako'o Corporation may be an essential partner in the implementation of our Financial Plan and the essential expertise and experience required to perform these important functions. Their Memorandum of Understanding is included in Attachment AA.

Ho'okako'o Corporation is a Hawaii based non-profit organization that has a mission "To provide leadership, accountability, and direct support to high quality charter schools in the reinvention and transformation of public education for the purpose of improving the academic and personal growth of students and the contribution of schools to their Native Hawaiian communities. They currently operate three charter schools in our state serving nearly 16% of the students enrolled in charter schools in Hawaii.

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