



State Public Charter School Commission 2018 Request for Proposals

Start-up Charter Schools Narrative Proposal Template

**Applications Due:
May 11, 2018, 12:00 Noon, Hawaii Standard Time**

*For questions, please contact:
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I. School Overview

A. Executive Summary

Include following elements in your executive summary:

1. Mission. 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's mission is to provide a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. We focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish.

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

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. Geographic Location and Anticipated Student Population. 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 40,000 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 280 parents or family members and garnered over 400 signatures and newsletter signups representing approximately 200 prospective students in support of IMAG Academy becoming a charter school.

The partnerships we’ve formed continue to grow. See **Attachment P and U** for our letters of intent, memorandum of agreements and understandings. We are especially honored to solidify a partnership with Ho’okako’o Corporation.

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.

Table 5a – Top Five Largest Campuses in Hawaii (SY 2016-17)					
High Schools Grades 9-12	Students Enrolled	Intermediate Middle	Students Enrolled	Elementary Grades K-6	Students Enrolled
Campbell*	3125	Mililani Middle (6-8)*	1837	August Ahrens*	1262
Mililani*	2556	Kapolei Middle (6-8)*	1402	Holomua*	1184
Waipahu*	2463	Waipahu Inter (7-8)*	1314	Ewa*	1199
Farrington	2370	Maui Waena (6-8)	1183	Waipahu Elem*	1015
Kapolei*	2020	Kalakaua Middle (6-8)	1117	Keoneula Elem*	972

*- 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 alarming. Also evident in Tables 9a – 9c in Attachment B is the persistently lower than our state goals achievement results of the central leeward area. As a community resource and an educational partner, IMAG would become part of the great programs offered by the complex areas and be able to provide an option to these concerns.

Table 6 - Annual High School Statistics – Central Leeward Area					
SY 2016-17					
High Schools	Students Enrolled 2016-17	% of Drop Outs	# of Drop Outs	4 yr % of Graduate	# of Students NOT Graduating
Waipahu	2463	18.10%	446	78.30%	534
Kapolei	2020	14.20%	287	83.80%	327
Campbell	3125	10.10%	316	87.70%	384
Mililani	2556	5.80%	148	92.80%	184
Leilehua	1644	17.90%	294	80.50%	321
State		14.40%		82.50%	
Total # of High School Students in Complex	11,808		1,491		1,751

Source: School Status & Improvement 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.

9. [Reason for Conversion \(Conversion applicants only\).](#)
Not Applicable.
10. [Conversion Transition \(Conversion applicants only\).](#)
Not Applicable.

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](#) and depicted in [Figure 5](#) below.
2. [Enrollment Plan Rationale.](#) Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a

discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

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. This opportunity also provides our rationale for our decision to accept all grades K-7 during our 1st year. Allowing all families with children in grades K-7 would allow access to a small, project based learning environment in an area with large school campuses in all school levels. In addition, our website signups has also indicated a need for as many grades to be open as possible.

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

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 8,200 students were enrolled in SY 2016-17.

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 816 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 \$6,500 to \$7,975 per year.

Central Leeward Area. Our neighboring public school complex areas are Kapolei, Campbell, Mililani and Leilehua. Within these areas, there were about 57,079 eligible students in school year 2016-17, of which 41,255 were attending HI DOE public schools.

Public Charter Schools. There is one public charter school, Kamalani Academy for grades PK-8.

Private Schools. There are 9 private schools enrolling approximately 2,089 students across all school levels. Only 3 of these schools are independent, the other 6 are faith-based. In addition, 5 of them are (P)K-12 while the remaining 4 are K-8. The tuition range is \$4,750 to \$15,975/yr.

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 (All Complexes). Bottom line, another educational option is needed within this area, especially at the high school level.

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 600 students; 300 primary school students (K-5) and 300 students in our secondary school (6-12). 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 M**)

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 10 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 280 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 Q-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.

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 attend 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/led by students
- Student-Parent interactive “take home” activities, Student-Parent interactive 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
 - School, grade level, and classroom communications will be done primarily via email – other forms of communications will be used on a case by case basis
- Talk Story Events, Complaints Procedures

STUDENT-TEACHER-PARENT PORTAL. As noted above, IMAG will use an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers will have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents will use confidential passwords to log on. Families without home computers will be encouraged to come to the school and use one of the

available computers and work areas. Classes will be held at the school on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries. Accommodations will be made to ensure information is readily available to families.

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 P (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 5 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 P** presents our partnerships to date. Here is a list of a few; Keiki O’Ka Aina, Autism Society of Hawaii, HI FusionED, and Councilmember Elefante. **Attachment U** provides our essential planning and implementation partners; **Ho’okako’o, M s Donna Porter and PLACES** (Place-based Learning And Community Engagement in School).

5. Discuss and provide details of all outreach efforts utilized to solicit input and feedback on the proposed school from community stakeholders. **Attachment P** provides a list of and requested information on our outreach efforts to date.

Provide the following as **Attachment P (no page limit)**:

- a. A list of all community meetings held, including the date, time, location and number of attendees at each meeting.
- b. Dates and number of recipients of flyers or advertising that were sent out to the community via mail and email.
- c. Details on other forms of community outreach that was used by the proposed school.
- d. Evidence of the proposed school’s outreach efforts such as advertisements, flyers, and written communication to community stakeholders, presentations, sign-in sheets, and local media coverage, provided as Attachment.
- e. Provide a log of comments received from community stakeholders on the proposed school, provided as Attachment. If no comments from the community were received, indicate “none received” on the attachment.
- f. Discuss and indicate how each of the following community stakeholders were solicited for feedback on the proposed schools: Parents/students, educators, elected officials, community leaders. If a particular group was not solicited for feedback, indicate “not solicited for feedback.”

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 overview of the academic plan of the proposed school, including instructional methods, the school model indicated in the applicant information sheet, 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](#). 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.

2. [Academic Philosophy](#). Provide a 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.

Foundational research is the basis of our beliefs, educational model and resulting strategies. We ...

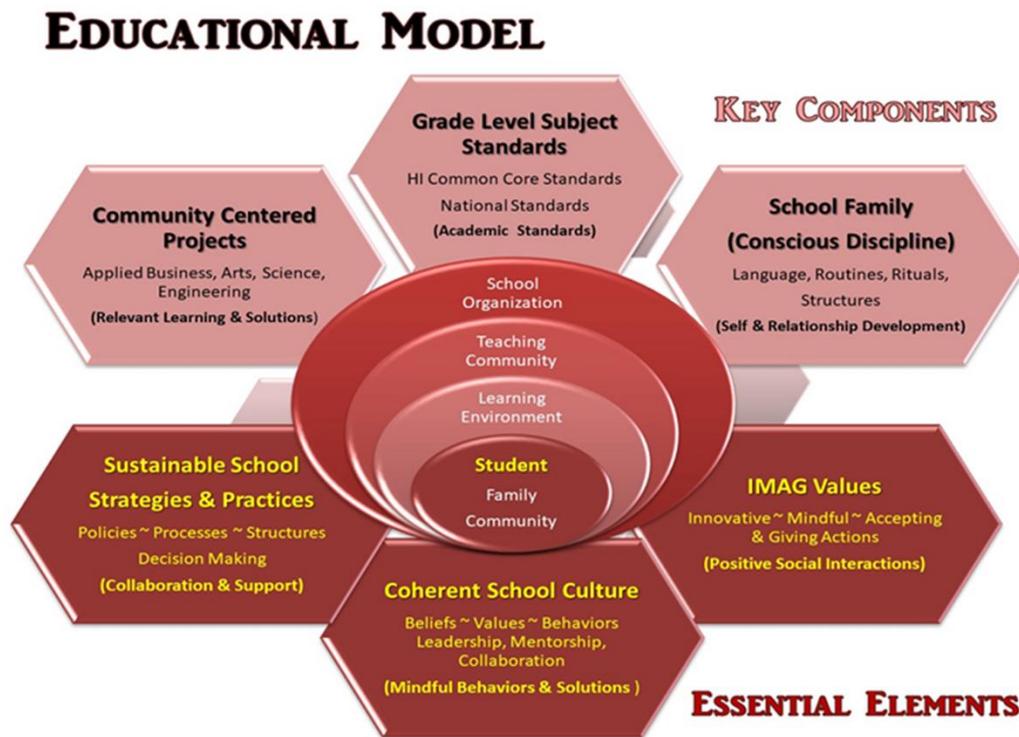
- learn by socially interacting with our environment; observing, doing, making, reflecting, and persisting (Vygotsky, Bandura, & Dewey)
- influence and change through shared values, purpose, common language and joint social activity (Delta Theory by Roland G. Tharp)
- add value to our community by being 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)

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

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

Of the 8,200 students enrolled in Waipahu public schools in SY 2016-17, the statistics of the complex show that 4,566 qualified for free and reduced lunch (FRL), 1403 were English Language Learners (ELL) and 670 were Special Education (SPED) students. We anticipate our

described population to be similar to that of our public school neighbors. We expect 56% of 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 Q**. 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 (ELA): 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 HCCS 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 upon a student's confidence and successes as they progress to learn more sophisticated mathematical ideas and practices.

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 K-12 education.

Social Studies: Career, College and Civic Life (C3) Framework for Inquiry in Social Studies

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 (PBL)– Adopted Buck Institute's Project Based Learning Gold Standards

The Buck Institute, a long 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 (NHES) 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 school, 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 not only apply the knowledge and skills learned in a multi-disciplinary environment, but to be purposefully integrated with strategies like those identified within section 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, skills and outcomes (**Attachment Q**) 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 with **Attachment Q** as part of an example of our Curriculum-Project Alignment work to be done in the startup phase. These tables provides 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 Q**). 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 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.

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 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. 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 Aug 2019. 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.

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 match the percentage of the Complex Area.	<ul style="list-style-type: none"> ● Smarter Balance Achievement (SBA) ELA & Math - Grades 3-8, 11 ● HSA Science – Grades 4, 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.	<ul style="list-style-type: none"> ● MAP - Grade Readiness - All grades ● ACT - Grades 8-10

Goal #1 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 - 3rd component of our educational model.

Student assessment scores will be used, along with other indicators/assessments (see Assessment Tool Inventory Table-**Attachment I**) 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 strengths 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 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, making it a valuable resource to an individual's level of proficiency as well as help 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.

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.	

Goal #2 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 (6-12). 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	<ul style="list-style-type: none"> ● BASC 2
Year 2 & Beyond	An increase of 10% of returning students with “normal risk” scores of behavioral and emotional problems.	<ul style="list-style-type: none"> ● Parent and Student Survey ● Teacher Observation/Survey

Goal #3 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 competency of 21st Century skills and 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 team (Roles & Responsibilities described in II.B.5) 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 behavior of students, appropriate interventions will be identified and implemented to include more personalized 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		
Metric – Percentage of students achieving goal (College Readiness, Graduation, Attending College, Drop Out)		
Time	Measurement Target	Instrument
Measurement 1 – Target (College Readiness)		
Year 4	Percentage of IMAG students that meet or exceed the appropriate proficiency standard will match the percentage of the Complex Area. SY 2023-24 First 11 th grade class	<ul style="list-style-type: none"> ● ACT Score Grade 11
Year 5 & Beyond	Percentage of IMAG students that meet or exceed the appropriate proficiency standard will exceed the percentage of the Complex Area.	
Measurement 2 – Target (Graduation Rate on Time)		
Year 5 & Beyond	Exceed the Complex Area percentage of students graduating in 4 years	Strive HI <ul style="list-style-type: none"> ● Graduation Rate
Measurement 3 – Target (Attending College)		
Year 5 & Beyond	Exceed the Complex Area percentage of students attending College	Strive Hi <ul style="list-style-type: none"> ● College Going Rate
Measurement 4 – Target (Drop Out)		
Year 5	Meet or lower HI DOE percentage of students dropping out	Strive Hi <ul style="list-style-type: none"> ● Drop Out Rate
Year 6 & Beyond	Lower the percentage of students dropping out by 5% from IMAG Academy's previous year	

Goal #4 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 will 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 observations and interventions 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**.

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. Our Multi-Level System of Supports provides us with a system and process to use to identify areas of concern, interventions, modifications, and monitoring requirements to be made if students are not meeting identified 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: Retell, recall or locating knowledge in one discipline; Solve problems, design solutions and complete work
2. Quadrant C – Application: Apply knowledge in one known discipline, Apply knowledge to new and unpredictable situations
3. Quadrant C– Assimilation: Extend and refine their acquired knowledge to be able to use automatically; Routine use of knowledge to analyze, solve problems, create solutions
4. Quadrant D-Adaptation: Solve complex, real-world problems; Create projects, designs, and works for real-world situations; Adapt knowledge/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 (MLSS) 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.

IMAG Academy's Educational Model - Strategies to Ensure Key Components

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

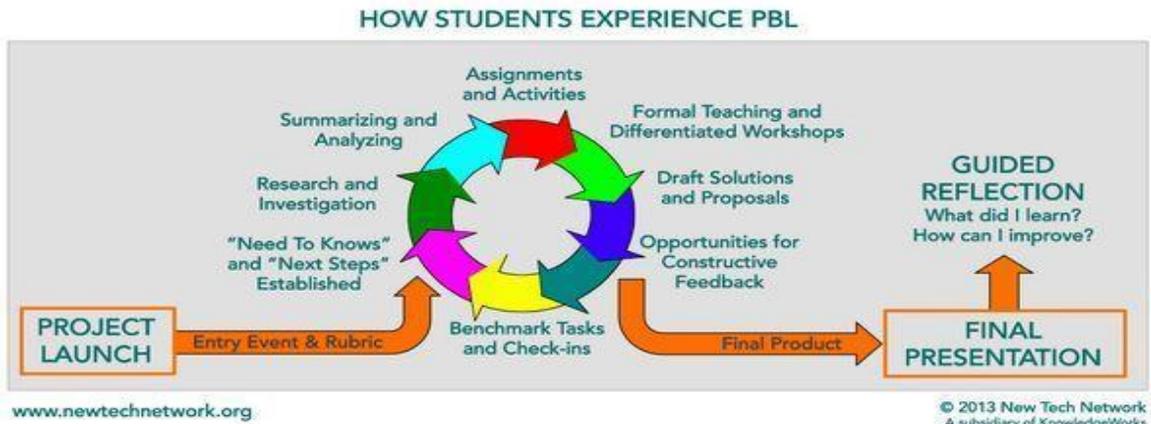
Project and Place-Based Learning via Community Centered Projects

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).

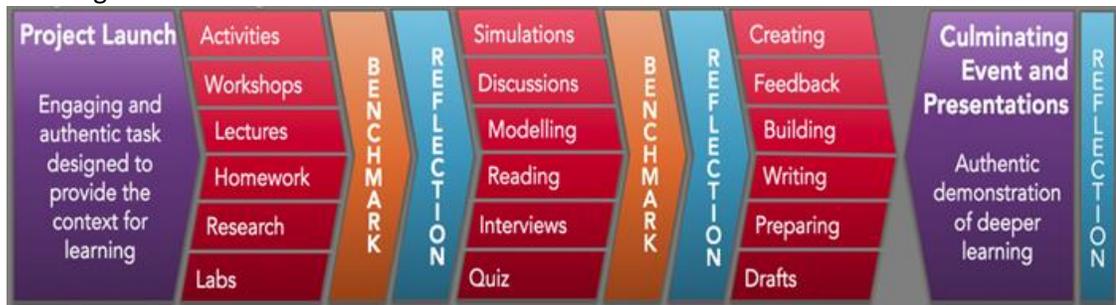
Our school's community-centered projects incorporate the movement from a thinking continuum to the integration of an action continuum (Daggert, 2013). Real world experiences or "full game" experiences (New Tech Network) will occur at multiple levels in order to enrich our concentration on not only the 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 Solutions event. Reflection flows in the final days of the semester.



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 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 (Know, Want to Know, Learned), 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

Other 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 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.????and is supported

7. Graduation Requirements.
 - 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.

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.

- 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.

Graduation requirements align with the BOE guidelines.

- 8. Virtual and Blended Learning. 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.
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- 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 policies.
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).
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- 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 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 HI DOE determined by the appropriate and legal referrals and resulting evaluations. Interventions would include 504 IE plan identified services and SPED 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 better understand our student’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 identifying professional development needs.

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 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:	
<ul style="list-style-type: none"> ● 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.	
<ul style="list-style-type: none"> ● Data will be collected at the end of each support session, or no longer than a four week or one data cycle. <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 8% - # of Students	ELLs 17% - # of Students	FRL 56% - # of Students
K-5 (150)	12	26	84
6-8 (150)	12	26	84
7-12 (300)	24	52	168
Total @ Capacity - 600	48	104	336

- 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 purview 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 P**) could provide a great leadership learning opportunity for about 15 students in our first year and growing to 45 at capacity. Our drive to partner and our structures that enhance student-school connections help us to better identify 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 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 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 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, 51 ELL students in Year 2 with 1 FTE, 68 ELL students in Year 3 with 1.5 FTEs. At capacity we will have 3 FTEs to provide oversight services to approximately 102 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 monitor 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. 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. 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.

1. Student and teacher collaboration results in an individualized goals and learning plan.
 2. Our Wednesday morning staff meeting is dedicated time to collaborate.
 3. Our daily schedule provides long blocks of time for hands-on and collaborative activities.
 4. Community centered projects and time provides a multitude of natural and composed opportunities for IMAG leadership, mentorship, collaboration, and decision making.
 5. Student project presentations provide a sense of ownership and evidence of ongoing peer, teacher and partner collaboration, mentorship, and leadership.
 6. Collegiality, collaboration and mentorship opportunities via multi-age classes.
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.

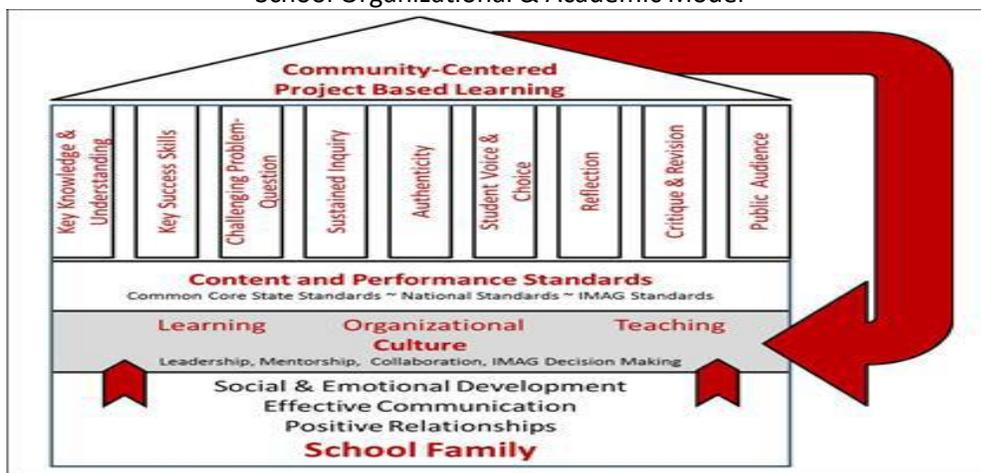
Goal #2 supports our community centered learning as it focuses our students to learn and use the 21st Century skills; communication, critical thinking, collaboration and creativity and innovation. Students will be able to apply these skills as they work on solution-oriented projects and adapt to peers 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 relative to each other. We start with our desired culture within our learning, organizational, teaching environments. Our culture sits upon the foundational School Family framework providing us with language, structures, rituals and routines to implement, maintain and sustain our culture. It then provides the knowledge and skills of leadership, mentorship, collaboration and decision making as students master content and performance standards and extend their learning as they develop solutions within their community centered projects. Therefore, as the involvement of all stakeholders is strengthened through community centered projects, so are the school's culture and its identity as a family and community member. As we explore and learn more, our culture and School Family is strengthened.

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 and 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 (6-12) 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, our culture and our 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. 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 school 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**. It will ensure a code of conduct and due process is guaranteed 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 IMAG Academy Board of Directors 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, 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 Individual Disabilities Education Improvement Act (IDEIA). IMAG will follow Section 504, the IDEIA, and all applicable federal and state laws, when imposing any form of discipline on 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 of the school.

- 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.](#)

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.

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

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

Mandatory expulsion/suspension reasons:	Discretionary expulsion/suspension reasons:
<ol style="list-style-type: none"> 1. Causing serious physical injury to another 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 3. Robbery or extortion 4. Offering, negotiating a sale or selling a controlled substance 5. Committing or attempting to commit sexual assault or committing a sexual battery to a school employee 6. Unlawfully possessed, used, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind. 	<ol style="list-style-type: none"> 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. Possessed or offered, arranged, or negotiated to sell illicit drugs, intoxicating substances, drug paraphernalia, tobacco or nicotine products 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. 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. 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. 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.

E. 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 6-12) 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 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, and 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.

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

Professional Learning Groups (PLGs): IMAG teachers will be organized into Professional Learning Communities (PLGs) by multi-grade groupings. PLGs 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. Faculty frequently and collaboratively analyzes student data from assessments and adapts their instructional plans to meet deficit areas.

As part of a continuous improvement philosophy we will use PLGs 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. PLGs will provide a support system and promote more engaged, motivated, and successful learning environments. By using both thinking and action, our PLGs will focus on developing usable schoolwide strategies with the overarching objective to provide for students' needs academically and behaviorally. PLGs will seek to answer; "How do we ensure students learn? How do we foster a culture of collaboration? How do we ensure results?"

FORE Team: Part of our MLSS, any employee 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 - discuss support for students with academic challenges (IEP, 504).
- Long-term project planning and field trips (science fair, English, history & math projects)
- 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.

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.

Induction Program

Our teacher and staff induction program consist of five elements; familiarization training, grade level collaboration time, mentor discussions, frequent classroom observations, quarterly evaluations 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	Twice a Quarter	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

- 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; daily planning/collaboration time, whole day, dedicated professional development, and weekly Wednesday morning meetings.

Daily 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 projects,
2. Developing differentiated lessons for a specific student or group,
3. Creating new center activities to reinforce/improve a previous lesson,
4. Reflecting on a previous lesson that uncovered unexpected and exciting new viewpoints and project possibilities.

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

Wednesday Morning Meetings: One hour every week (39 hours) is set aside as a faculty meeting time, to focus on 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. 21 Jul-3 Aug 2020 (Prior to School Year) – 70 hours
2. 4 Jan 2021 (End of Winter Break) – 7 hours
3. 12 Feb 2021 (Teacher Institute Day) – 7 hours
4. 1-4 Jun 2021 (End of School Year) – 28 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. **If 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 21 July to 3 Aug 2020 (based on a planned school start date of Aug 4, 2020). 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 S**).

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template ([Exhibit 2](#)) and provided as **Attachment F**, 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.

IMAG Academy plans to be at capacity in 65 years with 600 enrolled students. The grade configuration of the IMAG will be K-12 following a primary (K-5) and secondary (6-12) model with K- 7 in the first year. Our organizational chart (**Attachment M**) provides the lines of authority.

Leadership Team: School Director, Academic Coaches, Counselors, Ho'okako'o, Registrar
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. IT services will be provided via contractor.

We will start the year with 19.5 full time equivalent positions (FTEs) to provide educational services to 150 primary (K-5) and 50 secondary (6-7).

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 contract an online learning program.

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 start upon approval July 2018. Our Start Up Plan, **Attachment Q** 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.

Not applicable. IMAG Academy will not offer 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. Ho’okako’o will 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 safeguard 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 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** and any teacher evaluation tool(s) as **Attachment H** 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 School Director’s Evaluation Tool and our Evaluation Process
Attachment H. Highlights of 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.

The Governing Board is accountable for the ultimate performance of the organization; therefore performance evaluation will serve as an important tool at all levels. 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 persists, 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.

- 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 198. 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 use 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 our years.

F. 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**, 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.G.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 182 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.

- 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 (except Wednesdays) 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. On Wednesday mornings, students will participate in student tutoring, watch and student groups.
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-5) and 1690 minutes for our secondary level (6-12) 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.
See **Attachment J** -Student Schedule for details- core courses, multi-discipline and electives.

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

See **Attachment J** for instructional time by subject.

- e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be

optimal for student learning.

See **Attachment J** for explanation of why our schedule is optimal for learning.

- 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 grade-level standards and our teacher's and 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 **Attachment K** for teacher planning time per day and **Attachment 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 **Attachment 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**, a sample weekly student schedule for at least one grade that is representative of each level the school intends 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**, 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**, 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 I 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.

G. 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. 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 adjust enrollment and associated fees accordingly. A breakeven example for a 1 week intersession is provided below for 100 students. A similar cost structure would apply for our summer program.

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)
<ol style="list-style-type: none"> 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 will be sent out to all prospective students during the last enrollment phase in March-June to help us judge what may 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.

H. Conversion Charter School Additional Academic Information

Not Applicable.

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 in support of all aspects of IMAG Academy 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 keeping the School Director accountable of IMAG Academy's academic success and the sustainability of the school.

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).

Board responsibilities: The Governing Board is responsible for the development of and adherence to board and school policies that ensures compliance with our charter contract and other contractual, local, state and federal requirements including Hawai'i Revised Statutes Chapter 302d relating to Public Charter Schools. These policies include, but are not limited to: Board composition, conflict of interests, nepotism, financial mgt and controls, procurement, code of ethics, and open meetings. The board has legal and fiduciary responsibilities to the school, and is responsible for the school's viability and sustainability.

The Governing Board has the authority and responsibility for determining the organization, management and curriculum of the school. It is responsible for the school's financial, organizational, and academic performance and viability. Student achievement and successful academic outcomes are ultimately the responsibility of the Governing Board.

Working relationship with school: The Governing Board provides the governance and accountability structure of the school to ensure its successful fulfillment of its mission and vision. As the employer of the school's employees the governing board has the authority to negotiate supplemental collective bargaining agreements with the exclusive representation of its employees. The Governing Board recruits, hires, oversees, and evaluates the school director.

The board is a governance and policymaking board, and does not manage the school. However, the board works with the school director to ensure the school implements fiscal management and controls, systems of accountability, processes and policies that allow it to monitor school operations and performance. The board approves the school's annual budgets, monitors expenditures, and conducts audits of the school's finances.

The Governing Board in partnership with the school director responds to concerns, complaints and grievances according to policy and contractual and collective bargaining agreements.

Roles & responsibilities of Board Members:	
President	<ol style="list-style-type: none"> 1. Holds members accountable 2. Ensures board implements best practices 3. Serves as the primary contact and signatory for the board 4. Presides over full board meetings 5. Develops board meeting agendas with input from chairs and school director 6. Oversees development of policies 7. Serves as ex-officio member of all committees 8. Perform other duties as prescribed by the board
Vice President	<ol style="list-style-type: none"> 9. Performs the duties of the Chair in the Chair's absence 10. Supports the execution of the Chair's duties 11. Serves as ex-officio member of all committees 12. Performs other duties as prescribed by the board
Treasurer	<ol style="list-style-type: none"> 13. Chairs the Finance Committee 14. Supports its responsibility to provide financial/accounting oversight of the school: <ul style="list-style-type: none"> o Custodian of all money o Holder of valuable papers and documents of the Board, o Responsible to ensure funds of the School are expended as directed by the Board o Sets forth a true record of the receipts/expenditures, assets/liabilities, losses/gains o Renders a statement of the financial condition of the School
Secretary	<ol style="list-style-type: none"> 15. Supports its responsibility to maintain its legal documents and records 16. Ensures minutes are completed accurately and in a timely manners 17. Gives or cause to be given all required notices of meetings of the board 18. Responsible for recording the proceedings of meetings of the Board as minutes 19. Responsible for posting minutes on the school website via the webmaster 20. Performs other duties as prescribed by the board
Members	<ol style="list-style-type: none"> 21. Provides oversight to ensure the school fulfills its mission 22. Develops and implements board by-laws and policies 23. Ensures the academic, financial and organizational viability of the school 24. Supports board actions and decisions 25. Recruits, selects, oversees, evaluates and supports the School Director 26. Consistently attends board meetings 27. Participates on committees 28. Reviews and responds to board materials 29. Reports potential conflicts of interest 30. Serves as ambassador, advocate and/or asker on behalf of the school 31. Helps to build school resources through networking and developing relationships 32. Helps to identify, recruit, and train potential Board Members 33. Conducts board self-evaluation 34. Sets performance targets of the school, measures and evaluates the school's academic, financial and organizational performance

3. Organizational charts, provided as **Attachment M (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 M**.

4. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and **how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies**. 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.**

Governance Structure: Our goal of our governance structure is to ensure our efficient, effective and legal accomplishment of IMAG Academy's vision and mission. Our structure consists of people and appropriate mechanisms to ensure our policies and processes provide us oversight and control and the ability to assess, evaluate, adjust and course-correct our efforts. The Governing Board is a governance and policymaking board, providing accountability oversight to the school, and does not manage the school's daily operations.

Governing Board: The primary roles of the board is to serve as the independent governing group accountable for ensuring the school is operating in accordance with its charter contract and is a financially, organizationally and academically viability school.

Board Composition: During the startup phase, the applicant group will be considered the school's founding members and will transition to a permanent Governing Board. This group will be comprised of a minimum of seven (7) members serving voluntarily and without financial compensation. The Governing Board will consist of a President, Vice President, Secretary, and Treasurer. Others will be designated as Board Members. Their roles and responsibilities are spelled out in section III.A.2. To ensure the highest level of performance, the board will abide by and ensure it acts in accordance with Section 302D-12 and state and local laws and regulations.

The current composition of our founding board is eight and the proposed School Director.

Attachment Q provides a wealth of knowledge regarding each founding member's expertise and task force assignment. In addition, **Attachment N** provides the resumes of the founding members and six advisors who will provide us expertise during the implementation and startup phase of opening IMAG Academy.

Board Recruitment: The Board will have be representative of the community we serve, and will possess a diverse set of skills and expertise in areas that support the school's academic, organizational and financial performance and viability. The board will actively provide consultation to the School Director, evaluate the implementation of school systems and operational processes, and ensure the development of necessary policies and procedures. To this end, the board will maintain members with knowledge and expertise in the following areas:

Desired Skill Set of the Governing Board	
1. Governance, program or project mgt*	2. Human resource management*
3. Non-profit administration*	4. Contract development, negotiations, etc*

5. Financial management*	6. Facilities management
7. Educational leadership&	8. Marketing, public relations, communications*
9. Policy making	10. Funds development and/or fundraising
11. Legal affairs	12. Labor relations, collective bargaining*
13. Strategic planning	

Governance Mechanisms

The following mechanisms are used to provide the necessary structure for proper oversight and accountability; committees, policies and processes, measurements and monitoring, and corrective action processes.

Committees: Committees will provide for increased accountabilities, focused research, deeper discussion and vetted solution recommendations. Governing Board standing committees are Board Development, Executive, Finance, Facilities, Governance, and Academic Performance.

Policies & Processes: A form of communication, policies and processes provide all stakeholders a known and consistent way to provide the necessary services required of a school organization. It provides a form of structure to use, analyze, evaluate and modify to ensure efficient and effective organizational operations.

Measurements and Monitoring: Tied to our performance objectives, we would use measurements and appropriate metrics to keep an eye out and monitor deviations.

Corrective Action Processes: Using a problem solving protocol to determine an applicable corrective action or plan. We will first identify and gather information/data, determine the problem, gather more data, review the findings, evaluate and assess to the performance objectives and determine the next steps. We would then decide our options are and then act.

Interaction between Governing Board and School Director: The Governing Board provides the oversight that ensures the school fulfills its mission while the School Director provides the management that executes the day to day operations. As the School Director is hired, supervised, and evaluated by the board, and reports directly to the board, he/she functions as the primary liaison between the governing board and the school and school community. Working directing with the School Director, the Board President and committee chairs develop board and committee agendas. The School Director is responsible for ensuring board policies and directives are communicated and implemented appropriately at the school level.

Interaction between Governing Board and School Leadership Team: The board has no direct management or supervisory relationship with the school’s leadership team. The board will set hiring policies and negotiate collective bargaining agreements for personnel as applicable, but the School Director, who supervises and directs the team will provide the necessary guidance to implement the policies set forth by the board.

The leadership team is expected to assist the School Director in implementing the charter and board policies and priorities and to provide information and data to the board as needed.

Interactions between Governing Board and Ho’okao’o: Contracted by the board to provide professional guidance and perform accounting and human resource services Ho'okako'o reports directly to the Board. Its team provides reporting in the area of accountability and quality improvement and reporting, human resource management and labor relations, financial

management, administrative operations and . On and as needed and scheduled basis, Ho'okako'o will provide the board the required and necessary reports and updates regarding the school's financial, operational and compliance concerns.

Interactions between the Governing Board and IMAG's Advisory Group and Advisors:

Community experts and school stakeholders of these two groups will provide input to the GB on operations and other industry and/or organizational concerns of the school.

Interaction between the Governing Board and IMAG Foundation (Non-Profit): On an as needed and scheduled basis, the governing board will provide the overall happenings of the school and board activities. The governing board will seek strategic visioning and partnering support.

The structure provides several layers of expertise across all stakeholders (IMAG Foundation, Advisors, Advisory Board, Committees, Task Forces and School Director) to ensure informed problem solving and decision making. It will provide the necessary and essential information flow from data owners to the governing board decision makers and enhance academic and operational awareness in order to act early and quickly to ensure appropriate responses and ultimate success. The scheduled interactions between the governing board and school director will provide a focus on indicators of success, metrics, and goals.

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. 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 has been no change since the Intent to Apply.

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;

The founding members and advisors 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. **Attachment N** presents our board member's Board Member Information Sheets and resumes.

Current founding members and their intended roles

1. Thelma Alane-Financial processes, policies, and contract management
2. Shirley Ames – Facilities identification and contract negotiation
3. Deborah Bond-Upson-Educational leadership focused on educational and business processes and procedures
4. Hanlan Bowler-Professional development and curriculum development
5. Sheila Buyukacar-Organizational processes, policies and professional development

6. Ruby Menon-Human management and personnel concerns
7. Michael Nakata-Fundraising and marketing
8. Randall Shiraishi-Policy Making and board development
9. Harrison Peters-Strategic Planning, Contracts, Policy Making

Advisors and their intended role

1. Ho'okako'o Corp – Educational/Business Processes, Personnel and Financial Mgt
2. Andrew Hata-Legal Affairs
3. Manulani Meyers-Educational leadership and Curriculum Development
4. Kuuipo Laumatia-Governing Board Development
5. Marina Piscalish-Community Partnerships
6. Joseph Evans-Financial Management

- 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 founding members and six advisors bring a diversity of perspective and a level of objectivity and experiences that spans all of the desired collective skill set to include the considerations within HRS §302D-12. The matrix provided in Attachment Q highlights 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 a founding member.

Thelma Alane – Financial and Operations Process Development: Ms Alane has over 20 years as a business and systems analyst leading organizations in their development of strategic and financial plans. She has implemented systems for business development, accounting, human resources and strategic planning, enabling growth and operational success of startup and established organizations. We will look to her to facilitate the development of project plans to improve productivity while streamlining processes and emphasizing best practices for data collection, reporting and financial and organizational decision making.

Shirley Ames – Waipahu Resident, Parent and Facility Readiness and Property

Management: Ms Ames grew up and is a resident of the Waipahu area and alumni of the same public school her children now attend. As a parent and concerned community member, Shirley is well aware of the problems and opportunities of both public and private schools in the area. Her 18 years of real estate property management in the leeward area has given her a unique insight into our facility needs.

Deborah Bond-Upson – Education Program and Curriculum Developer: Ms 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. With over 40 years of experience within the educational arena, Deborah has stayed ahead and on top of the game through her impressive list of innovations with technology in physical and virtual learning environments. Deborah's tenacity and deep experience in turning an idea into a successful reality will be invaluable to IMAG Academy during this phase of planning and implementation.

Hanlan Bowler-STEM educator and Student Teacher Supervisor: Mr Bowler has over 15 years of hands-on STEM focused classroom experience. His distinctive position as a teacher supervisor will help IMAG Academy ensure our teacher induction, on-staff coaches, and

professional development are teacher focused and supportive.

Sheila Buyukacar – Waipahu Graduate, Parent and Organizational Development: Ms Buyukacar has over 30 years in building the essential organizational structures within organizations in a variety of capacities; as a manager, consultant and business owner. Her management and leadership positions will provide IMAG Academy an invaluable insight required to build the necessary relationships and partnerships across all levels of IMAG Academy and community.

Ruby Menon – Human Resource and Operations Management: Ms Menon has over 20 years of experience as a Human Resource Director/Officer. Her involvement in all facets of HR management will be invaluable to our organizational and academic capabilities.

Michael Nakata - Fundraising and Marketing: Mr Nakata brings extensive experience in marketing and creating and implementing successful fundraiser events. Michael's business acumen and community connections as a managing member of Ad Solutions gives him the insight into what is essential for a successful event – no matter its size or complexity.

Harrison Peters – Non-Profit Management and Community Networking: Mr Peters has over 15 years as the Executive Director responsible for the success of a multi-site elderly care service; Aged to Perfection. Harrison's 30 plus years of providing program care services will be invaluable to strengthening IMAG's organizational and human resource capability.

Randall Shiraishi – Youth Program Development: Mr Shiraishi is familiar with the dynamics of the leeward area through his over 25 years of experience working with children, youth and socio-economically challenged populations—knowledge essential to IMAG Academy. These experiences make him well aware of the challenges facing IMAG Academy students and their families.

Advisor and Service Provider: Ho'okako'o Corporation (HC) – School and Financial Operations and Reporting. Ho'okako'o continues to build upon 14 plus years of providing exceptional services to three operating Hawai'i charter schools. We are honored to have them as a partner to strengthen normally weak areas for new public charter schools; governance and financial and operational processes and procedures. The Ho'okao'o team's experience and expertise in financial management, human resource, administration, organizational and governance development will be used in the planning, implementation and school operations of IMAG Academy. They will provide the functions of a business manager and registrar.

Advisor Ku'uipo Laumatia – New/Startup Public Charter School Implementation Insight: Ms Laumatia is the Founding Board President of Kamalani Academy, a public charter school that opened in school year 2017-18 with 325 students in grades K-8. Her insights and lessons learned will be invaluable to navigating through the many common pitfalls of opening up a new school and developing a strong governing school board.

Advisor Dr Manulani Aluli Meyer – Community Connected Educational Programming: Dr. Meyer brings her wisdom, knowledge and drive in building innovative and cultural educational learning environments around the Pacific Basin for the last 25 years. Dr. Meyer will guide our community-centered projects, educational programs, and student learning to be better aligned to a collaborative, cultural, and purposeful growth process. She will also be able to link the IMAG to projects, faculty and creative collaborations at the University of Hawai'i, West O'ahu campus.

Advisor Marina Piscalish, PhD – Organizational Change Management: As the owner of MAPPING Change, LLC, Dr Piscalish has been serving Hawaii and the broader Pacific as an organizational and change management consultant and facilitator for the past 20 years. She provides training and systems design for collaborative, facilitation and change management to public, private, non-profit organizations, communities, teams and families.

As an advisor to IMAG Academy, she will continue to ensure we combine and align our

sustainable program development with multi-stakeholder collaboration and problem solving – essential to our successful community center projects.

Advisor Andrew Hata – Legal and Contractual Concerns: Mr Hata has worked as an attorney for the last 5 years and is licensed to practice law in the State of Hawaii, State of Washington, and US District Court, District of Hawaii. Andrew has full-heartedly volunteered to guide IMAG Academy as a legal and contract advisor in his on-going quest to assist individuals and institutions which serve our community’s children.

Advisor Joseph Evans – Business and Financial Controls and Compliance management: Mr Evans has in excess of 36 years of financial management experience at all levels of an organization with over 7 years within several Hawaii public charter schools. He has supported a number of charter school governing boards and guided them in their governance decision making. Mr Evan’s financial acumen and experience with guiding charter schools will be influential in continuing to improve our governance structure, financially and organizationally.

Collectively, this group has proven their ability to design and implement academic programs. They have built the administrative backbone (policies, processes, and procedures) that will support IMAG Academy. Success in curriculum, instruction and assessment is an essential ingredient in the many endeavors accomplished by this group. Their design for IMAG Academy takes their collective lessons learned into consideration. As important, their unyielding desire to evoke change within their own life’s work and vast experiences centered on education and organizational capacity development provides IMAG Academy a wide and deep foundation to ensure our success now and into the future.

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

Attachment N presents our board member’s 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 founding members possess to enhance our board composition as needed.

- 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 timeline, outcomes and tasks to continue our board transition to a permanent governing board is provided in **Attachment Q**. All current members will transition to the permanent governing board except those identified below. Advisors will also remain as advisors as outlined previously.

- Sheila Buyukacar-->School Director (non-voting Governing Board member)
- Randall Shiraishi-->Non Profit Board Member
- Advisor Joseph Evans-->Non Profit Board Member

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 current founding board organized organically around four original members and their vision for IMAG Academy. Sheila Buyukacar is one of four original founding board members that helped to create and develop the original vision and mission of IMAG.

As subsequent Board Members were introduced to the mission, each in turn recruited other members with expertise and knowledge valuable to the creation of IMAG Academy. Each of the other founding board members showed a passion for public education and 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 their roles and responsibilities and agreed to the school's code of conduct.

Once the IMAG Academy charter is approved, the Governing Board will adhere to a board selection process led by the Board Development Committee. The Board Development Committee will be responsible for identifying and recruiting prospective board members in accordance with Chapter 302d, HRS. Prospects must have a commitment to K-12 public education, a skill set that contributes to the oversight and development of the school, and be representative of the school community the board serves. The board will interview and vet the prospect. Once successfully vetted, the prospect will be nominated to a board seat, and then confirmed by a majority vote of the board members.

The table provided in **Attachment Q** 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 via the procedures outlined within our Bylaws. This committee's work will be a year-round, on-going activity.

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.

2020 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 and task forces. Meetings will be held at within the community or 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.

Task Forces: Startup activities will be guided by our task forces as outlined in **Attachment Q**.

9. A clear description of any existing relationships, including financial interests, 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.

IMAG Academy Founding Group: Currently there are two members and one advisor in the applicant group that are part of the 501(c)3 non-profit; IMAG Foundation.

IMAG Foundation is a 501(c)3 that was only formed as a requirement to accept our grant from the US DOE and is in existence to support the proposed school. If IMAG Academy's application for a charter is approved, Buyukacar will have to be replaced and more members will have to be recruited. Buyukacar will become a non-voting member as the proposed school director. Shiraishi and Evans will remain on the non-profit board.

As important, IMAG Foundation does not have governing duties or voting privileges regarding IMAG Academy governing board, its personnel or any of its resources or its decisions.

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 the startup phase Task Force #5a Board Recruitment Transition and Development and eventually 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 Q** – 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, grant writing, fiscal sponsorship/agency and strategic visioning assistance.

The Foundation will develop partnerships in perpetuating the vision and mission of the school, therefore activities and efforts of the Foundation will not compete with the interests of the school, but will enhance and synergize the results of our efforts and ability to operate and obtain outside support.

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 Joe Evans, Randy Shiraishi and Sheila Buyukacar. 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. As IMAG Foundation was formed solely as a requirement to satisfy our US DOE grant for the school, board membership will be re-aligned to ensure no conflict of interest will take place if IMAG Academy's charter application is approved. 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 Q** 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](#).

With §302D-19-School closure and dissolution as a guide, the Governing Board will work with the Commission to develop a protocol specifying tasks, timelines, and responsibilities. The following Focus Areas will also help to organize the many tasks to be accomplished.

Focus Area I – Planning, Strategy, Communication -> Stakeholder Awareness and Governing Board Knowledge and Plan

Lead: School Board Chair, Executive Committee

Supporting: Task Force

1. Communicate with commission and board members, school leader and organize steps

Focus Area II – Communication to parents, community, and stakeholders->100% contact;

Lead: School Leader, School Board Chair

Supporting: Board Members, School Leadership Team, School staff and faculty

1. Hold open community meetings
2. Notify parents, students, community stakeholders in face-to-face meetings of next steps,
3. Follow up with email and printed copy to the public
4. Update website, Facebook (other social media), send out official press release
5. Check in and update stakeholders-giving clear timeline and next steps
6. Keep commission and other essential agencies updated accordingly

Focus Area III – Smooth transfer of students and records to new schools->students in school

Lead: School Leader and School Board Chair

Supporting: Ho’okako’o, School Staff

1. Compile student files (digital), transfer to new schools
2. Collaborate with appropriate school and HI DOE point of contacts to ensure appropriate services are provided to transferring students
3. Deliver records if possible
4. Find new homes for students 10 days after announcement – check in with schools to ensure records follow
5. Check in with families to ensure smooth transfer

Focus Area IV – Fulfill financial obligations and asset distribution->\$ and assets accounted for.

Leads: School Board Treasurer, Finance Committee

Supporting: Ho’okako’o, School Leader, Non-Profit (IMAG Foundation)

1. Compile and keep track of on-going financial position,
2. Keep affected stakeholders updated with next steps and timeline –
3. Create restitution protocol, fulfilling obligations

Focus Area V – Liquidation & Check-in-> Closure

Lead: School Board Chair and Executive Committee, Task Force, Committees

Supporting: Ho’okako’o, School Leader, Non-Profit (IMAG Foundation)

1. Redistribute and liquidate all assets, submitting proceeds appropriately

B. Academic, Financial, and Organizational Performance Management

1. Comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational 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; Academic data collecting, measuring and analyzing will be done according to our ongoing Assessment and Collaboration Schedule (II.B.4 and Attachment I). This schedule provides when, what, its purpose, who and how the data will be used. Data will be available for our instructional teams (school director, academic coaches, teachers), FORE teams and support staff for decisions and reporting regarding individual students, student cohorts or the school as a whole. Appropriate information systems will be used; Electronic Comprehensive Student Support System and Electronic Student Information System.

- 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
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. Frequency of data use will be dependent upon the level of decision making. For example data will be used by individual teachers on a daily basis to assess learning and modify instruction. At the grade and school level data use would , occur weekly or monthly as we monitor progress of individual students to looking for trends across a grade level or subject area.
- iii. Reporting the data to the school community.
Daily, weekly, monthly, quarterly and annual reporting will be accomplished in accordance with the required reporting processes for each stakeholder.

We will make use of all of the appropriate communication formats and sources required/available to our stakeholders. The following are some examples.

1. Governing Board and Commission Staff – Digital reports and summaries
2. Parents and community members – Digital and hard copy reports, newsletters and announcements

- b. 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.

Under the Service Provider Agreement (**Attachment DD**), Ho'okako'o will be responsible for maintaining, managing, compiling and interpreting the school's financial data for the Governing Board and School Director. Ho'okako'o's team will use accounting software accessible to the appropriate members. In addition, the external audit will provide additional in depth analysis of our finances and will be presented directly to the Governing Board. Monthly, quarterly and annual reports will be provided.

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.

See **Attachment DD** for a more detailed breakdown of our Financial Performance Data Evaluation Plan activities between Ho'okako'o and IMAG Academy.

- c. [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.

Our school support team will be responsible for managing, maintaining and interpreting the data pertaining to our organizational performance from two perspectives; Commission Compliance and internal organizational performance of the school. Data will be gathered from a multitude of data sources with the leadership team reviewing, evaluating and assessing its results. The leadership team will provide options to act, if any and recommend a course of action. Dependent upon the level of decision making required, the Governing Board or School Director will decide on the final action to be taken.

Initially, the school leadership team will meet monthly to discuss issues and challenges, to hear committee or task force progress and to elect next steps. Meeting frequency will be modified and be dependent upon decision needs.

Commission Compliance – This area will focus on our compliance to IMAG Academy meeting all applicable federal, state, and local laws and regulations as well as contractual requirements in six areas; governance, health and safety, access and equity, student conduct and discipline, personnel, and school operations (ref: Assurance of Compliance Statement 2017).

Internal organizational performance – This area will focus on evaluating the results of our organizational policies, processes, procedures and decisions across the school. Through the use of a variety of performance indicators (initial list below), the School Director along with our service provider (Ho'okako'o) will investigate the cause(s) of potential concerns and work collaboratively to identify intervention actions, appropriate strategies and necessary resources to resolve concerns/problems.

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

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.

Using a problem solving protocol, we will first identify and gather information/data, determine the problem, gather more data, review the findings, evaluate and assess to the performance objectives and determine the next steps. We would then decide what our options are and then act.

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 on 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 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.

- b. [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.](#)

Using a problem solving protocol, we will first identify, gather information/data, identify the problem, gather more data, review the findings, evaluate and assess to the performance objectives and determine the next steps. We would then decide what our options are and then act.

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 respond 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 School Leader and Ho'okako'o 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.

- c. [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.](#)

IMAG will address a Notice of Concerns or Deficiency by taking the following actions: If possible, immediately address the concern or deficiency. For example, if a reporting deadline was missed, IMAG will work with Ho'okako'o to ensure that the report is completed and submitted within the required days. In instances where the issue is not immediately fixable, IMAG will develop a plan of action to address the concern or deficiency and submit to the Commission in the required days. If there are independent audit findings, they will be addressed with a corrective action plan that is developed by IMAG and Ho'okako'o. The plan will include the detailed actions that need to be taken, the person(s) responsible and the target completion date. The corrective action plan will also include a monthly status report to the IMAG Board.

Using a problem solving protocol to ensure notices are not received, we will first identify and gather information/data, determine what happened or the problem, gather more data, review the findings, evaluate and assess to the performance objectives and determine the next steps. We would then decide what our options are and then act. Updates to the board would be made.

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?](#)

DECISION: Based on our projected enrollment, IMAG students will be from the surrounding neighborhoods and others traveling to our school drop-off/pick-up should not be too much of a barrier for our students.

RATIONALE: At this time, based on our current projected location options, IMAG Academy will be easily accessible to the surrounding neighborhoods and other transportation options. Transportation to and from school will be reviewed annually.

ALTERNATIVE: 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.

FIELD TRIPS: Transportation needs for field trips and other events will be handled by a case by case basis, but the most common option will be to contract with authorized HI DOE Oahu bus contractors. 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 unsafe 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.
- Health & Safety Plans will be kept on file and reviewed annually. Training will abide by all HI DOE policies

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.
- Personnel will be trained according to the applicable state, federal, local regulations
 - Test sprinkler systems, fire extinguishers, fire alarms other safety equipment
 - State building codes/compliance - federal Americans with Disabilities Act (ADA)
 - Fire, health and structural safety

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?

IMAG anticipates that more than 55% of its students will qualify for free or reduced lunch and plans to provide a lunch meal and snack starting in Year 1. We will work towards providing breakfast starting in Year 4. Ho'okako'o staff will provide the essential technical assistance to administer and monitor participation in the program.

As we do not expect our facility to have a certified kitchen, we will plan to select a meal vendor to deliver and provide meals. During the planning years 2018-2020, we will determine which vendors will be available. Two potential vendors are Keiki Lunchbox and Sodexo. Sodexo – lunch provider for schools on the west coast

Although IMAG plans to initiate participation in the National School Lunch Program as soon as possible, reimbursement maybe delayed. Grants, donations, and fundraising efforts may be required to cover the \$115K first year estimated costs of providing this service for our students.

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 100 students on our waiting list at the end of our 1st phase of enrollment- mid-January. Our enrollment policy and generic process is presented within **Attachment O**– Admission and Enrollment policy.

Our enrollment and 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 Q** – 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 Hawai'i students

3. [An admission and enrollment policy, provided as **Attachment O \(no page limit\)**, 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 O**.

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 provides a number of leasing opportunities to be creative with initial space and facility requirements, as well as our growth over time.

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

Our research shows IMAG Academy could easily serve as a much needed educational choice to 150 primary (K-5), 150 middle (6-8) and 300 high (9-12) school students. The large number of public school students and the lack of educational choices (especially for grades 9-12) for the families in the central leeward area support our decision to select Waipahu. Its centralized location will provide more than 57,000 eligible school age students another school option not available now within the central leeward area. **Attachments B and C** provide detailed school and area information.

Private School option - Families within the geographical area can choose from 10 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 the area that qualify for free and reduced lunch.

Small Public School option - The central leeward area has some of the largest public school campuses across all school levels within the state. The detailed school and complex information provided with **Attachment B** 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.

"Face-to-face" tuition free public charter school option – There are currently no "full

day” tuition free public charter schools in the Waipahu area. Currently, Hawaii Technology Academy is a virtual/blended learning environment requiring an involved adult coach to remain home with their students.

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.

Several formal requests (located in **Attachment P**) have been made to start the discussions on open and available land in Waipahu. Due to the 2 year startup phase, agents and landlords with current facility listings have not been able to discuss leasing options that far out. Therefore we have no location identified. Charter approval will help to solidify our requirements and intent. A facility project management plan is presented in **Attachment Q**.

- 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.

A facility has not been identified. A project plan is located in **Attachment Q**.

F. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment Q (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 Q**.

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.

Sheila Buyukacar has agreed to work near or full-time to be the project manager to handle the opening of IMAG Academy in July 2020. 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.

As part of the Startup Plan over 17 board members, school advisors and Ho'okako'o will be part of the team committed to opening IMAG Academy. A table is included in **Attachment Q** of the committed hours of all of our team members during this 80 week 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 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.

As important, our plan has identified and budgeted for certain staff personnel to help in our initial and on-going implementation of our startup plan, as presented in Attachment BB. As our first round of recruitment is planned for Nov-Dec 2018 with hiring scheduled for Jan-Feb 2019, personnel will be available on a part-time basis to help during the pre-opening months of Jan-June 2020. The positions identified and budgeted for will be our school director, Ho'okako'o, SASA, Project Coordinator, Academic Resource Coach, and two educators. Together with our board members and volunteers we will be able to successfully integrate and implement our academic and organizational plans in a financially viable way. Funding for personnel costs and other expenses during startup is supported by our US DOE Charter School Program grant.

G. Conversion Charter School Additional Organizational Information

Not Applicable

H. Third-Party Service Providers

Note: This section is required of any applicant intending to contract with a Service Provider. A Service Provider is any third-party entity, whether nonprofit or for-profit (including CMOs, EMOs, and ESPs), that provides comprehensive education management services to a school via contract with the school's governing board. If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.

- 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.**

IMAG Board recognizes the specialized knowledge and skills needed to design and implement complex back office systems such as payroll and accounting and its responsibility to safeguard its human, financial and physical assets and resources. To ensure the highest level of accountability and compliance at start-up, the Governing Board of IMAG Academy has chosen to contract with an Educational Service Provider to provide financial and organizational services.

Contracting an Educational Service provider with a track record of working successfully with Hawai'i charter schools will allow the board to immediately implement best practices and provide closer oversight of its finances and operations. By utilizing a service provider, the school management will be better able to focus its attention on the education and safety of its students, and the implementation of the academic programs of the school.

- 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.**

Currently, Ho'okāko'o successfully manages three charter schools in Hawai'i providing financial and organizational services. Due diligence was performed prior to the founding board choosing Ho'okako'o as IMAG Academy's service provider. IMAG Academy is community centered and it was important to find a local company to provide services, so we researched several Hawai'i based back office service providers of accounting and human resource and compliance management by utilizing their websites and conducting interviews. Several were not interested in providing services to a charter school but provided us with recommendations. Larry Hubbell of ProService and Jim Merrill of Pacific Accounting & Business Services (PABS) were interviewed. Although ProService provides service to independent schools, it was not feasible once they learned of our employee union requirements. PABS provided us with a competitive quote that was included in our 2015-16 application. Still searching for a provider with experience with charter school, we reached out to Ho'okako'o once again. After contacting and speaking with David Gibson, Executive Director of Ho'okako'o Corp, IMAG Academy discovered they were very interested in providing back office services to other charter schools. Review of their current charter school's compliance records and several discussions confirmed our mutual visions and the services to be rendered.

- 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 AA (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.

Ho'okako'o will not be providing academic services. **Attachment AA** will not be used.

- 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 BB (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.

Ho'okako'o has had no contract terminations, charter revocations, non-renewals or withdrawals or non-openings. **Attachment BB** provides a list of Ho'okako'o schools.

- 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 CC (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

See **Attachment CC** for a list of the three accredited charter schools managed by Ho'okako'o.

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.

Ho'okako'o has no known conflicts of interest with the IMAG Academy governing board, school director or employees, or any affiliated business entities of IMAG Academy.

- 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.

Ho'okako'o Corporation has established to provide administrative services to charter schools in Hawai'i. It governs and manages three charter schools: Kamaile Academy, Kualapu'u School and Waimea Middle School. IMAG Academy will have no relationship to the three schools.

- 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.

Not applicable. Ho'okako'o will not have supervisory responsibilities at the school.

- 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 DD (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.

Not applicable. The GB will not be entering into this type of agreement with Ho'okako'o.

- 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.

Not applicable. Ho'okako'o has not made any loans, grants, or investments with IMAG or its associated non-profit.

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.

As set forth in the organizational chart (**Attachment M**) Ho'okako'o will work at the direction of the Board and serve as the Board's operational staff for non-educational school operations. The Board will have independent legal counsel to advise and assist in the decision making process in the review of major contracts such as the Service Provider Agreement, Facility Lease, etc.

Ho'okako'o fulfills the following roles and responsibilities:

1. Prior to Charter Approval - assisting with the charter application and budget
2. Organizational Systems Development – governance and oversight, financial management, human resource management, development and communications, accountability and quality improvement, policy and procedure development, leadership and staff support and capacity building, community engagement and advocacy
3. Financial Services – bookkeeping, accounting, budgets, cash flow projections, coordination and logistical support of financial audits
4. Human Resources - payroll coordination, governmental compliance
5. Board Facilitation (coordination of board meetings and trainings, public notice compliance, open meetings compliance)
6. Governmental Liaison - reporting to commission, state and federal agencies

- 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.

Ho'okako'o is a non-profit educational organization established in 2002 with a successful history of governing and managing charter schools in Hawai'i and working directly with Commission staff, office of the Attorney General, Department of Education and other state and federal departments and entities. Ho'okako'o has extensive experience in all aspects of Hawai'i charter school management to include school systems development, human resources and collective bargaining, resources development and fundraising, financial management, budgeting, accounting, payroll services, and quality improvement.

Ho'okako'o will have a dedicated staff member to service IMAG Academy that will be supported by its Honolulu based office. Ho'okako'o operates with full- and part-time employees, contracted services, and consultants that allows for cost efficiencies and service scalability that will accommodate IMAG Academy's growth to 600 students and 56 staff members.

- 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.

Ho'okako'o's service contract is with the board and will delineate services to be provided, deliverables and performance criteria. Reporting directly to the board, Ho'okako'o will attend board meetings and provide an update on progress and status of the delivery of administrative services and establishment of systems. Ho'okako'o will be assessed annually in the following areas: Accounting/Finance, Budgeting, Compliance and Governmental Accountability, Data Support/Reports, Human Resources Management and Support.

- 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.

The following chart illustrates the financial responsibilities of the IMAG Board, IMAG staff and Ho'okako'o . A draft ESP Service Agreement is presented within **Attachment DD**.

IMAG Governing Board & Staff Roles & Responsibilities	
1.	Approves annual budget and any subsequent amendments
2.	Approves and implements Financial Policies & Procedures and reviews annually, revising as needed
3.	Ensures adequate financial controls are in place to meet Performance Targets, ensures GAAP compliance and prevent fraud
4.	Contracts and oversees third-party service providers (including Ho'okako'o)
5.	Contracts independent audit firm

6. Accepts annual financial audit and submits to the Charter Commission
7. Approves disbursements (POs, invoices, payments) and submits to Ho'okāko'o for processing
8. Prints & signs all checks
9. Reviews monthly & quarterly financial statements, including Balance Sheet, Actual v. Budget Statement of Activities, Cash flow projections & Check Register reports.
10. Reviews bank statements and monthly reconciliation reports
11. Use charter vision reports to regularly monitor income/expenses
12. Oversee corrective action plans or notices of concern/deficiency
13. Property purchased with IMAG funds (public funds) will be owned by IMAG Academy. Budget & expenditure approval will rest solely with the IMAG Board and staff and not with Ho'okāko'o. .

Ho'okāko'o Roles & Responsibilities

1. Enter cash receipts and disbursement transactions into the accounting system and generate checks for purchases approved by IMAG
2. Provide IMAG Board with monthly and quarterly financial reports including Balance Sheet, Actual v. Budget Statement of Activities, Cash flow reports and Check Register reports.
3. Perform monthly bank reconciliations and other closing functions
4. Provide technical assistance(interpret reports, explain budget variances, etc)
5. Monitor Epicenter for financial related due dates and work with IMAG to ensure deadlines are met
6. Review disbursements for proper approval signatures, verify coding and ensure compliance Provide coding for deposits/cash receipts to ensure the accurate tracking of school funding
7. Prepare audit schedules/assist with audit field work
8. Assist with the development and implementation of corrective action plans
9. Assist with the preparation and development of the annual budget
10. Ho'okāko'o's primary role in the financial process will be to ensure proper coding is used, review transactions for reasonableness and compliance with required laws & policies and to compile the accounting data in the accounting system.

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.

Our financial leadership team includes our governing board, board treasurer, school director, and the expertise and experience of Ho'okako'o. Each plays an important role in providing accurate and actionable information to all stakeholders for a variety of decisions.

IMAG will establish Financial Policies & Procedures that require a segregation of accounting functions and ensure strong internal controls. These will include those that address cash receipts, purchases and disbursements, conflict of interest/procurement, payroll processing, budget, record retention, journal entries, reporting and audits. A flowchart depicting the purchase and disbursement policy is included in **Attachment DD**.

Governing Board – The GB will oversee all aspects of the fiscal management of the school. Auditors, accountants and Ho'okako'o will be retained by the board and will provide expert financial planning, statements and reports to ensure compliance with state and federal reporting guidelines. Accounting reports; balance sheet, revenue/expense and cash flow reports will provide essential insight into our short-term health and long-term viability. There will be strict adherence to the designated use of restricted and temporarily restricted funds, as well as timely draw down of funds, report generation and filing. An annual audit of the financial and administrative operations will be contracted and conducted. Any exceptions noted by the audit will be reported and will be considered during the annual performance review of the School Director and service providers. An audit will be conducted and budgeted annually for \$15,000.

Board treasurer – In conjunction with the School Director, 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. There will be a dual signature policy for checks exceeding \$2,500, as well as Board Chair signature on any check above \$25,000.

Annual Audit via Independent Auditor – Contracted by the GB, the auditor will perform an annual financial and operations audit which will conclude with a Management Discussion & Analysis and Internal Controls Report.

Ho'okako'o – under the supervision of the board treasurer, Ho'okako'o will be responsible for the school's bookkeeping, financial reporting, and financial liability. Ho'okako'o will perform monthly bank statement and payroll reconciliations to ensure proper account of all funds. Also, a budget to actual spending comparison showing variances in income and expenses will be provided at all board meetings. In conjunction with the School Director and in support to the Board Treasurer, budgets will be reviewed and monitored for planned **and/or unforeseen expenditures**. Ho'okako'o will be responsible for the preparation of the required audit schedules and granting access to the Charter Vision reporting system.

School Director – The School Director will supervise the daily cash collections. School staff will follow generally accepted accounting principles and in compliance with strict internal controls established by Ho’okako’o. Purchase orders with the School Director’s signature will be required for all purchases. Our school director will be responsible for income and expense estimates for the upcoming fiscal year. 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 with partnership with Ho'okako'o will be the lead contact for audit field work.

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.

See **Attachment DD** – Service Provider Agreement –Financial Oversight and Management Roles & Responsibilities

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.

Vendors/Contractors - All vendors and contractors will be pre-approved by the Board of Directors and will be put on an approved vendor’s list. An Annual Certification of conflict of interest related to the Approved Vendor List will be completed by all School staff responsible for purchasing. Certifications will be reviewed, appropriate action taken if necessary, certifications will be kept on file.

Contracts/Agreements – All contracts and agreements will be reviewed by Ho'okako'o staff for completeness and presented to IMAG Governing Board for approval prior to execution.

Conflict of Interest – No member of the Board, employee, officer or agent of the school shall participate in selecting, awarding, or administering a contract if a conflict of interest exists.

Sole Source: Sole source procurements are appropriate when only one responsible source can provide the goods or services needed to satisfy the user requirements or when emergency circumstances exist which necessitates an unusual and compelling urgency. IMAG Governing Board will approve all sole source requests in accordance with our Procurement Policy.

IMAG will select vendors & contractors in accordance with the Procurement Policy that will be adopted by the Board. The School Director, Board Treasurer/Finance Committee and Ho'okako'o may solicit and request a variety of services from appropriate vendors and contractors. A

Request for Proposal (RFP) process will be utilized for contracts exceeding \$5,000 in accordance with most current guidance by state and federal agencies (ie Hawai'i State Ethics Commission etc). An RFP will be posted in the appropriate sites (i.e. newspaper, online, etc.) and proposals received will be scored using a matrix that factors in the considerations listed below. A team of 2-3 staff and board members will score the proposals and the vendor with the highest score will be recommended/selected. Considerations when selecting a vendor or contractor will include:

1. Proposed cost
2. Proposed timeline
3. Understanding of requested scope of services and ability to deliver on scope of services
4. Understanding of the unique needs of the school and the population it serves
5. Professionalism, experience providing services and depth of resources

Once selected, vendors and contractors will be asked to enter into a contract that will be reviewed and approved by the Board (or their designee).

Breaches of procurement: Any breach of the procurement policy will be reported at the time of discovery (1) by the Principal to the Ho'okāko'o Executive Director for leadership review and direction, and (2) by the School Staff to the Ho'okāko'o Chief Operating Officer for administrative documentation.

Anticipated annual contracted costs are located within our Financial Plan Workbook. Projected Year 1 2020-21 costs will be approximately \$107K (Ho'okako'o - \$65K, Audit - \$15K, PD - \$7K, IT - \$20K).

B. Operating Budget

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (Exhibit 5 and 5a) as **Attachment S**, that align to the Academic and Organizational Plans.
2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and funding estimates, including but not limited to the basis for funding 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 T (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.

The start-up (Year 0) and three-year (Year 1-3) operating budgets are provided as **Attachment S**. Evidence of funds is provided in **Attachment T**. A contingency list of actions for Year 1 is below.

Budgets for all years from Year 1 forward will be financially viable with our state per student funding. Our Startup Year 0 (\$196,695) will be partially funded by our US DOE Charter School Program (CSP) grant award of \$159,905 (**Attachment T**). It is distributed across Year 0 with a possible no-cost extension per our US DOE representative Eddie Moat.

Assumptions - Revenue/Reimbursement

Per Seat Funding - \$7,292 per student enrolled

Year	# of Students	Per Student Funding	US DOE Grants Private Grants	Fundraising Donation	Disbursement Assumption July (60%)-November (30%)-January (10%)
0	--		\$159,905* \$20,000	\$10,000 Fundraise \$20,000 Donations	Upon Request for Funds/Upon Award
1	200	\$1,458,400		\$10,000 Donations	\$875,040 - \$437,520 - \$145,840 Upon Receipt/Request
2	300	\$2,187,600		\$15,000 Donations	\$1,312,560 - \$656,280 - \$218,760 Upon Receipt/Request
3	375	\$2,734,500		18,750 Donations	\$1,640,700 - \$820,350 - \$273,450 Upon Receipt/Request

Year 0 – Assumptions

The budget presented within **Attachment S** – Year 0 Worksheet is based on an ideal situation that would allow us to not only develop curriculum but also to provide staff initial professional development and training earlier than per seating funding in mid to late July.

Cash Flow: During the Year 0 – 2 year phase per month cash requirements will fluctuate with cash flow requirements peaking at about \$20K on several months. It should be noted that future service contracts/agreements can be forwarded to US DOE prior to requiring payment, therefore upfront funds will not be required .

Grant limitations: A portion of our budget, \$37,060 is not covered under our US DOE grant and is made up of \$18,725 of Building Rents & Utilities and \$18,335 of Renovations. As outlined within **Attachment Q**, there are several fundraising events scheduled during the startup phase, therefore we don't foresee a problem in raising \$40-50K (via grants, fundraising, and donations) to both cover for cash flow concerns as well as non-covered expenses. In addition, see possible contingency actions.

Year 0 – July 2018-June 30 2020			
Total	Line #	Activity Description	Amount
\$196,695	800	Total Expenses	\$196,695
30,000	132	Organizational Development - Ho'okako'o	30000
20,000	420	Renovation	20000
37,100		Curriculum-Project Alignment Development (Contract)	
	121	School Director	19200
	172	SASA	7200
	172	Resource Teacher	4800
	172	ELL	500
	172	Project Coordinator	1400
	172	Teacher 1	4000
37,250		Professional Development – Prior to SY (Summer Contract)	
	251	Counsel	2100
	211	Academic Coach	2100
	181	Projects	2100
	221	Core Teachers	14000
	222	Special	5250
	222	ELL	1750
	181	Parent/Student Coor	1260
	181	SASA	2100
	163	IT	1760
	231	Aides	3780
	410	Facility	1050
13,400		Class – School Supplies	
	184	Office Supplies	200
	184	Printing-flyers-Copies	1200
	261	Text books	3750
	263	Classroom Furniture	8000
	113	Board Handbooks	250
35,450		Class – School Computers	

	267	Staff Computers	9800
	266	Student Computers	12600
	266	LAB Computers	4050
	266	Class & School Tech	8000
	184	Office Equipment	1000
1,240	Misc Instructional Requirements		
	268	WiFi Service-Hot Spot	600
	268	Website	140
	264	Instructional Supplies	500
18,725	Building Rent & Utilities		
	440	Monthly Lease	16050
	420	Utilities	2675
3,800	Misc Expenses		
	455	Custodial Supplies	200
	445	Copier	600
	111	Board Training	1000
	173	Fundraising	2000

Year 1 Expenses – Assumptions
1st Year Totals are provided

Personnel Costs: Director, Administrative Support, Student/Educator Support, Educators, Educational Assistants, School Support Staff(Line 121, 181, 211, 221, 222, 231, 241, 251, 310, 410):

121 – \$95,734 School Director \$95,734

131 - \$18,876 Acct Clerk (\$37,752)

181 – \$50,304 Administrative Support (SASA \$50,304, Staff Assistant-\$37,051)

211 – \$79,174 Instructional Support (Academic Coach \$61,337, Project Coor-\$35,674)

221 – \$422,200 Core Classroom Educators (8 @ \$52,775 average)

222 – \$131,938 Educators – Specialty & ELL (2.5 @ \$52,775 average)

231 – \$111,153 Educational Assistants (3 @ \$37,051)

251 – \$27,179 Counselor (.5 @ \$54,359)

310 – \$46,056 Student Support (Registrar .5 @ \$54,359, Student-Parent Coor .5 @ \$37,752)

410 – \$19,464 School Ops-Maintenance (.5 @ \$38,928)

Yearly increase in staff to accommodate a 100 student increase in year 2 and 75 student increase in years 3 thru 6. Staff Assistant position will start in year 3 when the enrollment hits 375 students. See Attachment F Staffing Chart for salary determination list.

Textbooks, Instructional Supplies & Software (Line 261, 262, 264, 265, 268):

261 - \$10,000 Textbooks – Related Materials (Per new student estimate - \$50 * 200)

262 - \$800 Instructional Materials (Per new class estimate - \$100*8)

264 - \$2,000 Instructional Supplies (Per new class estimate - \$250*8)

265 - \$4,500 Instructional Services (Costs * # of Buses * # of trips/year - \$300*3 *5)

268 - \$10,000 Instructional Software (Costs * # of new students - \$50 * 200)

Contracted Services-Training (Line 111, 242):

111 - \$1,500 Board Training

242 - \$7,000 PD – Staff Training

Instructional Equipment (Lines 263, 266, 267, 430)

263 - \$8,000 Instructional Equipment (Per new class estimate - \$1000*8)

445 - \$6,000 Copier (\$6,000/year)

266 - \$22,500 Classroom Technology (Per student estimate -6 grades only- \$150*150)
267 - \$3,500 Informational Tech Hardware (Per new staff estimate - \$700*5)
430 - \$2,400 Networking – Telecommunications (Per month estimate based on # of students - \$200*12)
Computers and other technology were budgeted to be purchased in Year 0 to accommodate curriculum development

Contracted Services-Back Office (Line 132, 142, 152, 162):

132 - \$30,000 Financial Mgt Services – Ho'okako'o (Per student estimate - \$150*200 – per seat decreases over time)
142 - \$25,000 Human Resource Mgt Services – Ho'okako'o (Per student estimate - \$125*200 – per seat decreases over time)
152 - \$15,000 Annual Audit
162 - \$20,000 IT Contractor (Per student estimate - \$100*200)

Functional Categories: Travel (Line 112, 183, 215, 244)

112 - \$2,990 Board PD (CA-Charter School Conference & 2 each-Schools of Future)
183 - \$7,910 School Leader-Administration PD (DC-Grant Conference, CA-Charter Conference, CA-PBL World, 2 each-HI-Schools of Future, HI-Punahou Brain)
215 - \$3,390 Coach PD (CA-PBL World, HI-Schools of Future, HI-Punahou Brain)
244 - \$7,150 Educator PD (CA-PBL World, 5 each-HI Schools of Future, 5 each-Hi Punahou Brain)
Travel figures include estimates on flight & hotel (if applicable), conference fee, and per diem. CA-Charter =\$1950, CA-PBL+\$2450, DC=\$2050, HI-Brain=\$420, HI-Schools of Future=\$520.

Supplies (Lines 113, 184, 214, 243, 254,

113 - \$500 – Board supplies
184 - \$1,000 IT Admin supplies
214 - \$500 Academic Coaches supplies
243 - \$500 PD Training prior to SY
254 - \$50 Counselor supplies

Substitute Teachers Costs (Line 233):

233 - \$12,168 Costs of Subs (\$156/day at 2 subs/week for 39 weeks – increasing by 1 each year)

Maintenance of Building and Custodial Supplies (420, 455):

420 - \$5,000 Building and Grounds Maintenance
455 - \$250 Custodial supplies

Rental/Lease of Buildings & Grounds and Utilities (Line 415, 440):

415 - \$32,100 Utilities (Monthly cost per sq foot - 5350 sq ft * .50 *12)
440 - \$192,600 Rent (Monthly cost per sq foot includes CAM- 5350 sq ft * 3.00 * 12)
Minimum space calculated on 350 office, 500 sq ft classrooms and 1000 sq ft meeting/common areas
Year 1 – 8 classes, 1 common area and 1 office area, Year 2 – 12 classes, 1 common area, 1 office, Year 3 – 15 classes, 1.5 common areas, 1 office.

Misc expenses Fundraising, Advertising, Community Engagement (Line 173, 182, 610)

173 - \$1,000 Fundraising
182 - \$500 Recruitment - advertising
610 - \$2,400 Community Engagement (Per annual grade estimate - \$300*8)
Estimates cover miscellaneous expenses – marketing items or venue fees
185 - \$9,500 Misc fees (Admin Software, Bank Fees,

- b. A sound contingency plan to meet financial needs if anticipated funding is not received or is 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.

Contingency Plan – Year 1

The following contingency actions have been identified if student enrollment is 10% lower than expected and or if funding is not received or is lower than expected. The plan is divided into two parts; increasing student enrollment and reducing and/or delaying expenses. A cash flow worksheet is included within **Attachment Q**.

Increasing Funding

Increase student enrollment (per seat revenue)

Our startup plan in **Attachment Q** includes timelines and milestones to ensure our marketing and recruitment efforts are started as soon as our charter approval. Our 1st enrollment milestone is set to be Jan 2020 which leaves time to increase awareness and marketing efforts. Reaching enrollment targets are the best return on investment of time and effort.

Contingency Assumptions – Enrollment is 10% below target of 200 resulting in only 180 students enrolled or funding is reduced by \$145K than expected.

Revenue: \$1,312,560 vs 1,458,400 (-\$145,840)

Reducing Expenses

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 even after increased marketing. If the actions identified below are taken, it would lead to a reduction of \$161,386 from our Year 1 budget.

If enrollment figures do not reach our planned numbers by May 19th 2020 there are several actions that can be taken to adjust hiring decisions due to 180 student enrollment.

	Budget	Eliminate	Remaining Costs
1. Eliminate 1 Core Teacher position	\$52,775	-\$52,775	0
2. Eliminate 1 EA position	\$37,051	-\$37,051	0
3. Reduce Counselor/Registrar from 1 to .5	\$54,359	-\$27,180	\$27,180
3. Keep conference attendance to HI only	\$21,440	-\$16,740	\$4,700
4. Reduce computer needs (6 classes to 2 LABs)	\$22,500	-\$15,000	\$7,500
		-\$148,746	
Various per seat reductions due to lower enrollment		-\$12,640	
Total effect of 10% lower enrollment cuts		(\$161,386)	

Results

Student Impact There would be 7 teachers and 2 EAs to teach 180 students. Several multi-age/grade classes may be required. Possible grouping would be K-1, 2-3, 4-5, 6-7. Five of the 7 classes would have 26 students, the other 2 would remain at 25 students.

Decreases in estimates affected by per student reductions: In addition to eliminating line item expenses, a variety of estimates will be reduced by \$12,640

Other areas of possible adjustments

1. Redistribute Acct Clerk functions to SASA and other administrative support positions
2. Delay purchase of staff computers

3. Negotiate a lower starting rent with incremental increases at 6 month or 12 month point

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.

Year 0 - Contingency actions

Income Contingencies

1. \$50K - Conduct fundraising events in Year 0 - 2018-2019 (See **Attachment Q** – Task Force #
2. \$50K - Apply for local grants (\$35,450 – Computers & \$13,400 – School Supplies)
Grants to investigate further.
 - a. Waipahu Foundation – Curriculum-Project Alignment Development
 - b. Walmart
 - c. James & Abigail Campbell Family Foundation
 - d. Hawai'i Community Foundation
 - e. Weinberg Foundation
 - f. First Hawaiian Bank Foundation
 - g. HMSA

Donation in kind possibilities

1. \$19,200 - School Director – continue to volunteer during Year 0 – Startup period and until Year 1 funds distribution – July 2020
2. \$30K - Ho'okako'o – agreed to provide pro bono and/or delayed payment for organizational development work if funds are not immediately available
3. \$20K – Renovation costs – Donation in kind
 - a. Landlords may provide renovations per negotiated terms
4. \$18,725 – Lease negotiation – Donation in kind
 - a. A usual commercial real estate practice to negotiate 1-3 months free
5. \$17,900 – Educators – Seek volunteers for Curriculum-Project Alignment Development work

Expense Contingencies

6. 37,250 – Delay contract hiring for Professional Development – Prior to SY
 - a. Wait for July distribution of per student funding
 - i. 10 days PD - Supplement agreement will be needed
7. \$13,400 - Reduce or delay purchases
8. \$3,800 – Reduce or delay purchases
 - 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.*

Not applicable, proposed school has no virtual or blended learning program.

V. Applicant Capacity

How do 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
 - a. The following members are critical to the success of our Academic Plan.
Current Governing Board Members: Deborah Bond-Upson, Sheila Buyukacar, Hanlan Bowler and Randy Shiraishi
Current Advisors: Dr Manulani Meyer and Dr Marina Piscalish
Task Force: Curriculum-Project Alignment, Professional Development, Student Recruitment
School Positions: Academic Coach, Counselor, Registrar and Educator
 - 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.

See **Attachment N** – Board Member Resumes and **Attachment P**-Community Advisors' Support

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. As a VP in Product Development for Kaplan Educational Centers, she led 28 west region schools and 30 campus programs. Her curriculum 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.

Hanlan Bowler has over 15 years of hands-on STEM focused classroom experience. His distinctive position as a teacher supervisor will help IMAG Academy ensure our teacher induction, on-staff coaches, and professional development are teacher focused and supportive.

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.

Advisor Dr Manulani Aluli Meyer – Community Connected Educational Programming: Dr. Meyer brings her wisdom, knowledge and drive in building innovative and cultural educational learning environments around the Pacific Basin for the last 25 years. Dr. Meyer will guide our community-centered projects, educational programs, and student learning to be better aligned to a collaborative, cultural, and purposeful growth process. She will also be able to link IMAG to projects, faculty and creative collaborations at the University of Hawai'i, West O'ahu campus.

Advisor Marina Piscalish, PhD – Organizational Change Management: As the owner of MAPping Change, LLC, Dr Piscalish has been serving Hawaii and the broader Pacific as an organizational and change management consultant and facilitator for the past 20 years. She provides training and systems design for collaborative, facilitation and change management to public, private, non-profit organizations, communities, teams and families. As an advisor to IMAG Academy, she will continue to ensure we combine and align our sustainable program development with multi-stakeholder collaboration and problem solving – essential to our successful community center projects.

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.

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 U (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.

The following essential partner's evidence of support are provided in **Attachment U**.

1. Donna Porter – Professional Development Trainer brings a critical perspective to middle and high school social, emotional and communication development
2. PLACES – Project Based Learning Training and Educator Support

4. School Director.

Submit a position description for the school director. The applicant is required to provide the position description as **Attachment W (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 V** 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 V (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 W**. It provides 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 V**. 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 Y (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 is 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 X (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 X (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 we consider essential to working with our School Director in leading our School Family and managing our limited resources are the positions of Academic Resource Coach, Counselor, Registrar and Student Services/Project Coordinator. Also essential to our leadership team are the financial and personnel management services provided by Ho'okako'o. A hiring timeline, recruiting and selection processes can be found in **Attachment Q**. Position Descriptions within **Attachment Y** will describe each position's responsibilities and qualification requirements. A Summary of Tasks of Ho'okako'o is also included in **Attachment Y**.

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**.

a. The following are critical to the successful implementation of our Organizational Plan
Current Governing Board Members: Thelma Alane, Shirley Ames, Deborah Bond-Upson, Sheila Buyukacar, Harrison Peters, Ruby Menon, Michael Nakata and Randy Shiraishi
Current Advisors: Andrew Hata, Ho'okako'o, Ku'uipo Laumatia, Dr Marina Piscalish

Board Committee: Governance, Board Development, Facilities

Task Forces: Business Processes, Personnel Mgt, Facility Readiness, Governing Board Development, Community Partnerships, Fundraising,

School Positions: SASA, Projects Coordinator, Director

b. All of our current founding members will be bringing a different perspective to the planning and implementation of IMAG Academy—they are shared below.

Ho'okako'o will provide us an extensive and proven record in charter school operations and finance. Their expertise will be instrumental into many of the back office and operational activities of the school. **Attachment DD** holds our Service Provider Agreement.

Randall Shiraishi: As the Executive Director at Halau Lokahi 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.

Thelma Alane provides 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.

Sheila Buyukacar's expertise and skills include policy and operations process development, project planning, implementation and integration. Her comprehensive programs included staffing requirements, and professional development training workshops.

Deborah Bond-Upson is an education innovator and leader in providing well thought out and successful professional development capabilities.

Shirley Ames has extensive years of property management and real estate experience. Her personal and professional connections will be invaluable.

Harrison Peters: With over 30 plus years of providing program care services Harrison will be invaluable to strengthening our organizational and human resource capability.

Ruby Menon – As a Human Resource Director and Officer she has extensive experience with all facets of human resource management.

Michael Nakata Fundraising and Marketing: Mr Nakata brings extensive experience in marketing and creating and implementing successful fundraiser events.

Advisor 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.

Advisor Ku'uipo Laumatia: Ms Laumatia insights and lessons learned as a founding member of a new charter school will be invaluable to navigating through the many common pitfalls.

Dr Marina Piscolith Organizational Change Management: Experience in training and systems design for collaborative, facilitation and change management to public, private, non-profit organizations, communities, teams and families.

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 U** (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 is an essential partner in the implementation of our Organizational Plan. A summary of tasks and their exceptional expertise and experience required to perform these important functions are provided in **Attachment Y**. Evidence of their support is included in **Attachment U** and Section III.H.

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.

a. The following members provide the capacity to implement the Financial Management Plan successfully.

Current Governing Board Members: Thelma Alane and Michael Nakata

Current Advisors: Joseph Evans

Essential Partner: Ho'okako'o

Board Committee: Finance

Task Forces: Financial Mgt

School Staff Positions: Ho'okako'o, SASA

b. 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 (**Attachment Q**), Thelma Alane is 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 P**) 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.

Ho'okako'o Corporation is an essential partner in the implementation of our Financial Plan. Their team's extensive expertise and experience is provided in **Attachment Y**. Evidence of their support is included in **Attachment U** and Section III.H.

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.

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

Advisor Joseph Evans – Business and Financial Controls and Compliance management: Mr Evans has in excess of 36 years of financial management experience at all levels of an organization with over 7 years within several Hawaii public charter schools.

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 U** (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 is an essential partner in the planning, establishment of systems, and implementation of our Financial Plan. They have contributed and will continue to contribute essential expertise and experience required to perform these important functions. Their Service Provider Agreement is included in **Attachment DD**. A Summary of Tasks/Activities that Ho'okako'o will be providing/performing is presented within **Attachment Y**.

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