State Public Charter School Commission
2016-2017 Applicant Information Sheet

1.

APPLICANT INFORMATION SHEET

I.   Applicant Summary

Proposed School
Name: North Shore Charter School
Opening Year: 2018 - 19
Geographic Location: North Shore O'ahu (Haleiwa)
Grades Served Year 1: 7 – 8th grades
Grades Served at Capacity: 7 – 8th grades
Mission: North Shore Charter School will be a 7th - 8th grade Public Charter School located on Oahu's North Shore that engages students, families, and faculty in a **Common Core driven, Project and Problem-Based Learning (PBL) curriculum** that combines **technology, live instruction, and community partnerships** to investigate and respond to local, regional, and global issues related to **sustainability, agriculture, marine science, and economic development.** NSCS will employ cross curricular study, collaboration, formative assessments, and reflection to emphasize the **core values of Mindfulness, Responsibility, Collaboration, and Perseverance** among teachers, administrators, and students to create a rigorous and innovative learning environment for students to become valuable contributors in their communities.
Vision: NSCS believes that students learn best by experiencing and responding to real world problems. By using Project and Problem-Based Learning (PBL), students at NSCS will become self-directed learners who value education and the impact they can have on local, regional, and global issues. As a result, **graduates of NSCS will have the problem solving and critical thinking skills to be successful students** in high school and college, and future leaders in their respective careers and communities.
What unique educational opportunities will your school provide? North Shore Charter School will provide two unique opportunities for students and families: the opportunity to attend a school on the North Shore solely focused on middle school grades 7 - 8, and to learn in a Project and Problem-Based Learning (PBL) environment that provides students the opportunity to investigate and respond to real world issues that are relevant to their communities.
Describe the key components of the educational model, including a brief explanation of how it will drive success for the identified student population. The North Shore Charter School will employ a Common Core driven Project and Problem-Based Learning (PBL) curriculum for 7th and 8th graders that combines technology, live instruction, and community partnerships to investigate and respond to local, regional, and global issues related to sustainability, agriculture, marine science, and economic development. NSCS will drive success for the identified student population (coming primarily from the Kahuku and Waialua Complex areas) by targeting areas of need related to academic achievement, chronic absenteeism, and character development specific to 7 – 8th grades. The PBL curriculum at NSCS will focus on Common Core standards and assessment strategies to

develop the critical thinking and problem solving skills necessary for student success on the Hawaii State Assessment, and in high school, college, and careers. The content of NSCS's PBL curriculum will also provide relevant, real world learning opportunities for students that are proven to improve student engagement and their attitudes towards learning. Therefore, NSCS will drive success for students by focusing on the skills necessary for success, and also create an engaging and relevant learning environment that will reduce the above average rate of chronic absenteeism. Finally, NSCS will also create a safe and supportive learning environment that is specifc for young adolescents that is unique among public and private schools on the North Shore of O'ahu. The NSCS program will focus on the character development of this specific age group to better prepare them for success in high school and beyond.

Describe the expected outcomes for the students in both the short run—after they graduate from your school—and in the long run as adults. In the short run, graduates of NSCS are expected to be more engaged, motivated, and self-directed learners. When compared with the learning outcomes of traditional instruction, studies show that when PBL is implemented correctly the learning outcomes for students are increased long-term retention of content, improved problem solving and collaboration skills, students perform equal to or better on standardized tests, and most importantly, students have better attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). By interacting with problems and issues that are relevant to their lives, students are expected to become more engaged learners that are motivated to succeed. The "long run" expectations for NSCS is that adults who have graduated the program will exhibit the core values of Mindfulness, Responsibility, Collaboration, and Perseverance that understand their communities and how they fit into global paradigms. NSCS will promote civic virtue and community engagement amongst its students to become active contributors in their future careers and communities.

	Proposed School Description		
School Model Specialty (check all that apply)	☒ Alternative ☐ Arts ☐ Career and Technical Education ☐ Cultural Focus (*specify*):Click or tap here to enter text. ☐ Disability (*specify*):Click or tap here to enter text.		☐ Language Immersion (*specify*):Click or tap here to enter text. ☐ Montessori ☐ STEM ☒ Virtual or Blended Learning ☐ Other (*specify*):Click or tap here to enter text.

If the applicant is contracting or partnering with a Service Provider, fill out the table below.

	Service Provider Information *(if applicable)*
Service Provider (includes existing charter school operators)	Name: Click or tap here to enter text. Primary Contact: Click or tap here to enter text. Mailing Address: Click or tap here to enter text. Phone: Click or tap here to enter text. Email: Click or tap here to enter text.

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant have charter school applications under consideration by any other authorizer(s) in the U.S.?
☐Yes (*if so, complete this table, adding lines as needed*)   ☒No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant have any new schools scheduled to open in the U.S. in the next five years?
☐Yes (*if so, complete this table, adding lines as needed*)   ☒No

State	Authorizer	Proposed School Name	Grades Served	Opening Date

II. Identifying Information

The following questions are intended to identify whether certain requirements and criteria within the Application Requirements and Criteria need to be addressed.

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

☐ Yes ☒ No

If the answer is to question 1 "Yes," the applicant must address all requirements and criteria specifically for Conversion applicants only.

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

☐ Yes ☒ No

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

☐ Yes ☒ No

4. Does the proposed school use *virtual learning* in any way, either during or after the school day?

☐ Yes ☒ No

If the answer is "Yes" to either question 2, 3, or 4, the applicant must address all requirements and criteria specifically relating to *virtual* and *blended learning* programs.

5. Does the applicant currently operate charter schools in Hawaii or any other state?

☐ Yes ☒ No

6. Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?

☐ Yes ☒ No

7. Will there be a third-party that provides a significant amount of business services

(back-office services, school operations, etc.) to the proposed school?

☐ Yes   ☒ No

If the answer is "Yes" to either question 5, 6, or 7, the applicant must address all requirements and criteria specifically for Service Providers in Section II.I of the Application Requirements and Criteria.