

---

---

---

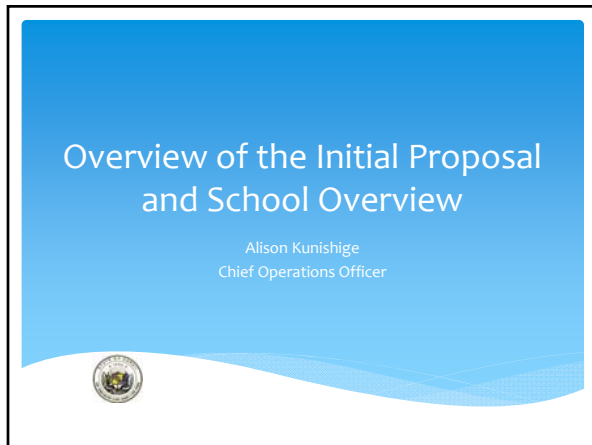
---

---

---

---

---



---

---

---

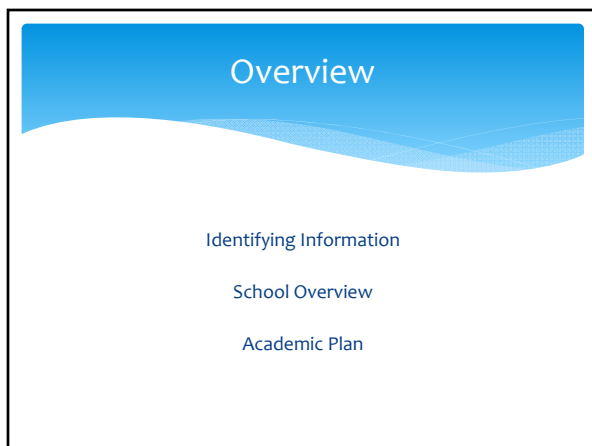
---

---

---

---

---



---

---

---

---

---

---

---

---

### Identifying Information

- \* Conversion Schools
- \* Online or blended learning

---

---

---

---

---

---

---

---

### Online and Blended Learning

Primarily On-site Student Experience

Primarily Online Student Experience

Brick and Mortar School

Blended Learning

Virtual School

---

---

---

---

---

---

---

---

### Online and Blended Learning Questions

- \* Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?
- \* Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?
- \* Does the proposed school use online learning in any way, either during or after the school day?

---

---

---

---

---

---

---

---

**School Overview**

- \* 2 parts – Executive Summary and Enrollment Summary
- \* Executive Summary
  - \* Mission
  - \* Vision
  - \* Geographic Location
  - \* Anticipated Student Population
  - \* Community Engagement
  - \* Contribution to Public Education System

---

---

---

---

---

---

---

---

**Enrollment Summary**

- \* 5-year enrollment plan with breakdown between brick and mortar students and blended students versus virtual students.
- \* Enrollment Plan Rationale
- \* Enrollment Plan Justification

---

---

---

---

---


---

---

---

**Academic Plan**

Beth Bulgeron  
Academic Performance Manager



---

---

---

---

---

---

---

---

### III. Academic Plan Design & Capacity

Articulating your vision:  
Clear outcomes, focused mission,  
evidenced throughout the Academic  
Plan

---

---

---

---

---

---

---

---

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

- \* Academic philosophy including  
foundation
- \* Primary instructional methods,  
strategies, non-negotiable elements  
of school model

---

---

---

---

---

---

---

---

#### B. Curriculum and Instructional Design

- \* What do you want students to know  
and be able to do?
- \* How will you teach it?
- \* How will you know when they have  
learned it?
- \* What will you do when they don't?

---

---

---

---

---

---

---

---

**Accountability Drives Academic Performance**

- \* Understand how your school will be evaluated under Strive HI and the Commission's APF.
- \* Strong curriculum should focus on mastery leading to conceptual understanding and application.

---

---

---

---

---

---

---

---

**C. School Calendar, Schedule, and Staff Structure**

- \* Charters subject to collective bargaining pursuant to HRS Chapter 89
- \* Sample daily and weekly schedule

---

---

---

---

---

---

---

---

**D. School Culture**

- \* Describe culture or ethos

---

---

---

---

---

---

---

---

**E. Supplemental Programs**

\* If applicable

---

---

---

---

---

---

---

---

**F. Special Populations and At-Risk Students**

\* Outside of services received from DOE, explain how proposed curriculum is developed, modified, and/or responsive to and for students with special needs

---

---

---

---

---

---

---

---

**G. Academic Plan Capacity**

\* Relationship between leadership and implementation of proposed Academic Plan

\* Other forms of help in planning and supporting implementation

---

---

---

---

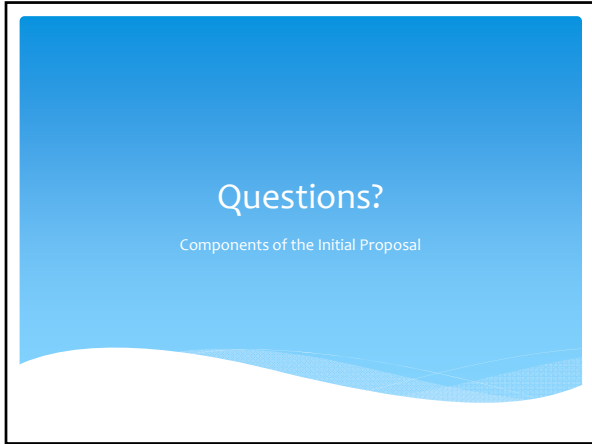
---

---

---

---

Components of the Initial Proposal Presentation  
Handout



---

---

---

---

---

---

---

---