

II. School Overview

Created Monday, December 01, 2014

A. Executive Summary

Evaluation Criteria Note: The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:

Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;

Be attainable and consistent with high academic standards;

Reflect the key values that teachers, administrators, and students know and support;

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

Be able to operationalize and guide the work and school culture.

The mission of Kamalani Academy is to provide an education that nurtures the whole child, celebrates the uniqueness of each child, and provides an innovative arts integrated education to increase academic achievement. Arts integration actively engages and challenges students in meaningful curriculum that will increase their literacy skills and overall academic achievement. The positive learning environment embraces cultural diversity and nurtures the child's self-esteem and love of learning. The Kamalani Academy strives to actively involve families and the community in our learning process.

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.

The vision of Kamalani Academy is to develop life-long learners with leadership skills acquired from the arts integration approach to learning. Students at Kamalani will be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others. Students will develop the skills and understandings essential for college, career, and life readiness. Kamalani students will thrive as contributing members of our local and global community.

3. Geographic Location. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

The Kamalani Academy will have an anti-discriminatory open admissions policy serving any student in grades K-8 (K-6 in its opening year). The School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability of a student in its school admission process. The arts integration program, by design, is intended to attract families who are seeking a school of choice.

Although the School is open to all Oahu students, the proposed target populations are those who will be attending grades K-8 and living in the East Oahu area. A facility has not yet been identified, but there are several options the Board is considering in East Oahu. The zip codes target as East Oahu are as follows: 96813, 96814, 96815, 96816, 96817, 96819, 96821, 96822, 96825, 96734, 96744, 96795.

4. Anticipated Student Population. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

Kamalani Academy expects to have a racial/ethnic student population of English Language Learners (ELL), Students with Disabilities, and economically disadvantaged equivalent to that of the surrounding public schools. The School will strive to address any educational needs through a philosophy of data driven instruction specific to each student. The School has a philosophy of educating the whole child including social and emotional challenges as well as any other non-academic needs.

5. Community Engagement. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

The Kamalani prospective Board (applicant team) is committed to the community and providing parents with another educational choice. The applicant team has met with several families in the East Oahu. The community has a large number of families who search for affordable options to satisfy the need for quality educational opportunities outside of the traditional public school system. Many of the applicant team members are parents that are interested in education choice for their children, neighbors, and relatives.

The Kamalani Academy applicant team is establishing significant relationships to generate community involvement and has solicited support for the proposed school. The Kamalani Academy plans to affiliate with the successful Doral Academy, Inc. schools. Through this affiliation, Kamalani will receive support in professional development in arts integration and other best practices. Kamalani Academy will partner with the John F. Kennedy Center for the Performing arts via it's affiliation with the Doral Academy Inc. schools. Locally, the School will partner with Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network, Institute for Teacher Education, College of Education at University of Hawaii, BYU Hawaii, as well as the successful Pomaika'i School on Maui and is actively seeking additional partnerships with other community organizations.

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not 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 Kamalani Academy will contribute to the Hawaii's public education system as a whole. The Kamalani Academy will open its doors to future educators, visiting artists, current educators to practice, teach, and learn.

The Kamalani applicant team met with Dr. Jamie Simpson Steele at the University of Hawaii, Institute for Teacher Education, College of Education. A potential partnership would allow for future educators a place to see and practice creative instruction. Kamalani would be an excellent partner for both the College of Education and the other departments that prepare teachers of music, dance, and drama. Kamalani teacher leaders would become mentors. A part of this "partnership" might include professional development for Kamalani teachers by University Hawaii faculty or demonstration sessions by professors. The partnership would be symbiotic. The University of Hawaii may also use Kamalani for potential research for its doctoral and graduate students who want to research the arts and education. Faculty who also want to continue to develop a body of evidence to support the arts in our schools could possibly work at the intervention level, and/or invest the time to do a thorough ethnography to study the culture of the school.

The team met with Lei Ahsing the Education Director for Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network a potential partner. Partnering with Hawaii Arts Alliance to promote collaboration, classroom evaluation, training and other best practices will help Kamalani creatively identify partnerships and resources from the community, other arts integration related agencies, businesses, parents, other schools to remain focused on the children, while at the same time be able to fulfill the needs

of the community by making the local decisions that count.

Additionally, the Kamalani team has reached out to Department of Educational Specialist Gina Nakahara and Petra Schatz. If the Kamalani application is approved, the DOE would like to look at opportunities to work together to further advance arts integration in the public school system.

Kamalani Academy will continue to actively seek partnerships with community organizations and local public schools to practice, teach, and learn in order to contribute to Hawaii's public education system as a whole.

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

No

B. Enrollment Summary

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 online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in Figure 2 below.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34563/2100593-gsH7pQre0Q/Attachment A Exhibit 1 Enrollment Plan Kamalani.pdf

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.

In Kamalani Academy's first year, the school will open with grades K-6th. Each grade will contain two classes with 25 students in each class. The student teacher ratio will be 25-1. In its opening year the school will enroll 350 students. Year two and year three of enrollment are a natural progression of the 6th grade class moving to 7th grade and then to 8th grade. In year two the enrollment will be 400 students and year three have 450 students respectively.

Each grade level will have two classes thus creating a team/ pair of teachers that can work together for the purposes of planning, developing high engaging arts integration lessons, and sharing best practices. In the middle school grades (7-8), having at least fifty students per grade allows for greater selection of classes based on educational needs, rotation of classes, electives, and preparation for high school.

Kamalani Academy is replicating a highly successful enrollment process modeled after Doral Academy Inc. Additionally Academica, who will be the school's Educational Management Organization, has yielded success with this enrollment plan. The enrollment plan (Attachment A) takes into consideration the student population (Attachment B) as well as financial planning and qualified staffing.

Kamalani Academy is including non-entry level grades of first through fifth grade. Based on the experience of Doral Academy Inc., in order to accommodate families with multiple children ranging in ages, the School will be providing non-entry grade levels. Parents who are seeking school choice will have the opportunity to enroll their child in non-entry level grades.

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 (20 page limit).

The Kamalani Academy will have an anti-discriminatory open admissions policy serving any student in grades K-8 (K-6 in its opening year and K-7 in its second year). The School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability of a student in its admission process. The Kamalani Academy is open to all Oahu students, the proposed target populations are those who will be attending grades K-6 and living in the East Oahu community. A facility has not yet been identified but is targeted for zip codes 96813, 96814, 96815, 96816, 96817, 96819, 96821, 96822, 96825, 96734, 96744, 96795.

The aforementioned zip codes encompasses Honolulu District and the Windward District. That is comprised of nine Complex Areas. There are forty-five elementary and intermediate schools in the Honolulu District and there are twenty-four elementary and middle schools in the Windward District. For the purposes of our data analysis found in Attachment B, we pulled a cross-section of data from total of thirty schools. Within the Honolulu District, the cross-section of data included twelve elementary and nine middle schools. In the Windward District, data was pulled from six elementary and three middle schools. Data was pulled from schools that were similar to the grades that Kamalani Academy is proposing to offer. Based on the data that is represented in Attachment B, there are a total of

9,097 enrolled elementary students and 8,196 enrolled students in middle school.

There were numerous private schools in the noted zip codes. A sample selection of data was compiled from twenty-eight different private schools retrieved from the Hawaii Association of Independent Schools' website. The total number of enrolled students in these twenty-eight schools is 19,276.

Additionally, data from U.S. Census Bureau, 2010 Census was utilized when determining potential population to be served by Kamalani. According to the demographic information for Honolulu County that represents all of Oahu, there are a total of 1,360,301 residents. Of this population, 18.5% (252,307) is ages 0-14. Data can be found in the School Age Children Data Chart (Attachment B). The age ranges used are meant to provide population information that will coincide with that 2016 opening of the Kamalani Charter School. Given that the school would not open until 2016, many of the students in the under 5 age range will be school age, as well as some of the students in the age range of 10-14 may be outside of our schools grade offering by the opening of this school.

Based on all of the findings from school district data and census data, there is ample evidence to justify the opening Kamalani Academy grade K-6 in year one and subsequently K-7 in year two and K-8 in year three. Please see a breakdown of the data collected in Attachment B. Additionally, the charts in Attachment B contain a comprehensive look at the public schools recorded data with regard to other school demographics.

Attachment B (20 page limit).

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[assets/survey-uploads/34563/2100593-z6AI3uiJuk/Attachment B Data Package Kamalani.pdf](#)

Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan Design & Capacity

Created Monday, December 01, 2014

A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview and Academic Philosophy.

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

Kamalani Academy will serve grades K-6 in its inaugural year and subsequently offer grades K-7 in year two and K-8 in year three. The school's English language arts (reading, writing, speaking and listening) and mathematics curriculum is based on the English Language Arts and Mathematics Standards in the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. The three major shifts in the Common Core State Standards for English Language Arts and Literacy: 1-Building knowledge through content-rich nonfiction, 2-Reading, writing and speaking grounded in evidence from text, both literary and informational, and 3-Regular practice with complex text and its academic language will frame the focus of CCSS in ELA. The Eight Mathematical Practices provide the mind-shifts and larger skills needed to frame the Math CCSS.

The Kamalani Academy will use an arts integration approach to instructional strategies and will use a behavioral philosophy of Positive Behavioral Support to nurture the social and emotional growth of each child. Arts integration instructional strategies, best practices, and positive behavioral support will nourish the vision of the school to "be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others." The instructional strategies and behavioral management strategies will include researched based strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. All strategies provide initial teacher support with a gradual release to independence. Please see Section III B.7 for specific instructional strategies the school may implement.

The philosophy of assessment and examination of data is that the results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Modeled after Doral Academy Inc., frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the varied data, the results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. Please see Section III.B. 3-4.

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

Kamalani Academy is committed to engaging all learners by educating the whole person: mind, body, and heart. We believe high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to our school ohana and to our āina, our land that nurtures us.

The No Child Left Behind (NCLB) Act, identifies the arts as core academic subjects. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007).

The educational philosophy of Kamalani Academy focuses on bringing back the arts to the classroom through cross curricular integration.

Arts integration blends content and skills between of art form and an academic subject (Isenberg & Jalongo, 2010). Arts integration has been positively linked to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005).

The integration of arts enables students to make meaningful connections to one another, to themselves, to their world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process (Fiske, 1999; Stevenson & Deasy, 2005). Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences (Pearson, 1998). This research holds true for our keiki in Hawai'i. Students who have completed at least four years in an arts integration school (Pōmaika'i School) retain the mindsets and skills into middle school. "Academic mindsets of the students include drive with traits of mastery and persistence, a sense of belonging, and an intrinsic value for learning...strategies for learning, such as variety, visualization, and creative problem solving. The arts create opportunities for individuals to develop self- confidence and communication skills, and for the community to connect through compassion." (Steele, 2013)

The arts create a learning place that is kākou, all inclusive. The benefits of this model extend beyond students. The nature of integration fosters collaboration amongst all stakeholders as learners; students, teachers, parents, administrators, and community. Such collaborative relationships contribute to increased learner satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school.

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.

The school expects to have a racial/ethnic student population of English Language Learners (ELL), Students with Disabilities, and economically disadvantaged equivalent to that of the surrounding public schools. To determine the equivalency rate, an average was taken of taken of the population from the student populations from a cross section of surrounding public schools as described in Section II.B.3 and further outlined in Attachment B. The average FRL rate is 47.8%, ELL rate is 7.8%, and the national average for Special Education is 10.6%.

In Attachment B, the Economically Disadvantaged (FRL) Average and the English Language Learner (ELL) Average, were pulled from Complex Area Data available in the 2013 Superintendent's 24th Annual Report from the Hawaii Department of Education. We anticipate that the school will mirror the average rates.

Kamalani Academy is open to all K-8 students (K-6 in the opening year); this data may not represent families that are willing to commute from other zip code areas to enroll in the school. Once a specific location is identified, the target population data may be modified to better mirror the community where the school is located.

Please see Attachment C for a full listing of DOE Complex Areas and individual schools that students may come from as well as private school listings in the region.

Attachment C (5 page limit)

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B. Curriculum and Instructional Design

B. Curriculum and Instructional Design

Evaluation Criteria. A strong response will have the following characteristics:

Comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. Includes a brief description of how the proposed framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework.

If applicable, clear, rigorous academic standards beyond those specified in Strive HI and the Academic Performance Framework. Includes clear descriptions of the adoption or development process, the source of the additional standards and a reasonable rationale for their inclusion.

Clear academic, non-academic, and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving these goals.

Clear and comprehensive plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. Clearly explains the rationale for selecting or developing each of the identified assessments; includes a clear description each assessments' purpose, design, and format; and adequately demonstrates the validity and reliability of any non-standardized assessments.

Clear and comprehensive plan for how instructional leaders and teachers will 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. Clearly explains the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and clearly describes the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Comprehensive course scope and sequence and curriculum map and/or pacing plan that clearly identifies course outcomes, demonstrates an alignment with appropriate standards, and illustrates alignment from grade to grade.

If the curriculum is developed/selected: Sound curricular choices, by subject and grade level, which include research-based evidence the curricula will be appropriate, effective, and improve academic achievement for the anticipated student population. A clear description of how the curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If there is a virtual or blended learning program, a clear description of the online learning curriculum and a reasonable rationale for the selection of the curriculum.

If the curriculum is not already developed: Clear and comprehensive curriculum development plan and realistic timeline, which identifies individuals responsible and aligns with teacher hiring and professional development calendars.

Sound, research-based instructional strategies that will clearly support the academic plan. Includes a clear explanation of how these instructional strategies support the mission, vision, and academic philosophy of the proposed school and why the strategies are well-suited to the anticipated student population. A clear explanation of how the teachers will use different instructional methods to meet the needs of all students, highlighting assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, includes a comprehensive description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Clear description of graduation course and credit requirements and how GPA will be calculated.

Sound plan for meeting BOE graduation requirements and compelling reasons and justification of any additional requirements beyond BOE requirements or deviation from BOE graduation requirements.

If there is a virtual or blended learning program, a clear overview of the online learning program, including a description of the level of instruction that uses online learning methods, the general organization of the online learning schedule, a description of the impact of the program on classroom instruction (for blended learning programs), the teacher, student, and parent or guardian role, the degree of support provided to students and the student to teacher ratio in an online learning program. A video demonstration of the proposed online learning curriculum that adequately portrays student and teacher experience with the online learning curriculum.

Comprehensive plans for and clear descriptions of how classroom instruction will work with the online learning components to result in a coherent instructional program; how attendance, student participation, credit accrual, and course completion will be defined, monitored, verified, and reported; how any online attendance policy adheres to state and federal reporting requirements; how federally-mandated assessments will be administered and proctored; how the proposed school plans to uphold the academic integrity of the virtual or blended learning program; the systems and procedures that will validate the authenticity of student work; how student safety is ensured and in compliance with federal privacy laws; how the proposed school will ensure minimal interruptions to learning, including a plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators; and how the proposed technology selections support the platform dependencies for the proposed curricular materials and instructional strategies.

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans to

adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

Kamalani Academy will serve grades K-6 in its inaugural year and subsequently offer grades K-7 in year two and K-8 in year three. The school's English language arts (reading, writing, speaking and listening) and mathematics curriculum is based on the English Language Arts and Mathematics Standards in the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. The three major shifts in the Common Core State Standards for English Language Arts and Literacy: 1-Building knowledge through content-rich nonfiction, 2-Reading, writing and speaking grounded in evidence from text, both literary and informational, and 3-Regular practice with complex text and its academic language will frame the focus of CCSS in ELA. The Eight Mathematical Practices provide the mind-shifts and larger skills needed to frame the Math CCSS.

The Hawaii Content and Performance Standards III will be used to align, guide, and assess other content areas such as science, social studies, fine arts: music, visual arts, dance& drama, health, physical education, computer and technology, and World Languages. These standards provide a consistent, clear understanding of what pupils are expected to learn at each grade level. The framework is structured to prepare pupils for college, the workforce, and to be lifelong learners and responsible citizens. The shift to the Next Generation Science Standards will be implemented as our state moves into full implementation. To help our school prepare for the transition, we will frame science using the "cross-cutting concepts" of Next Generation Standards. The HCPSIII Fine Arts Standards will serve as a starting point for all grade levels, however a deeper, more specific continuum of criteria, with performance expectations using the academic vocabulary of the art form(s) will be collaboratively created once the school faculty decides on the first school-wide arts focus for classroom integration.

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text, and with the integrated units of study developed by grade level teams. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards. For example, on the week of compare and contrast, the art teacher and food service cashier can pose compare and contrast questions, which provide opportunities for pupils to learn concepts across the curriculum and real-life experiences, while the classroom teacher skill-builds in drama integration comparing two texts related to food choices. Additionally, the HCPSIII Benchmark Maps cluster benchmarks around an Enduring Understanding, providing a structure around Big Ideas to guide meaningful content connections at each grade level, for each quarter. This structure serves as a guide for planning, but will be flexibly paced to meet the needs of the students. Literacy is integrated in all content areas. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and the Hawaii Content and Performance Standards III.

The mission of the Kamalani Academy is to increase academic achievement through arts integration for all students. This academic framework that is enhanced by arts integration, data-driven instruction (III.B.4), best-practices, and instructional strategies (III.B.7) will meet the needs of the students who enroll in Kamalani Academy.

2. Goals and Metrics. Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as Attachment D (8 page limit), a table that details the school's goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

The Kamalani Academy's prospective Board identified several overarching goals. These goals are mission specific and focus on academic achievement as well as operations of the School. The academic goals are as follows: 1) Eighty percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status on the State's annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eight grade; 2) Seventy percent of students will improve at least one year growth in reading and mathematics skills annually; 4) The School will work to decrease chronic absenteeism and increase school readiness. The operational goals are as follows: 3) The School will demonstrate a ninety percent satisfaction rating in an annual survey administered to parents or designated legal guardian of students attending the school; 5) The goal of the School is to maintain five percent contingency funds each school year; 6) Each Governing Board member

will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflict of interest, ethics, and financial responsibilities; 7) The licensed teacher retention rate will be at least eighty (80) percent each year, not including separation for health or family reasons.

The Kamalani prospective Board determined that both the academic and operational goals are vitally important in supporting to the School's mission and vision. Please see Attachment D for a detailed explanation of each goal.

Attachment D (8 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-6lQGbacL3T/Hawaii - Attachment D Exhibit 5_1.pdf

3. Assessment Plan. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as Attachment E (no page limit), a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).

Assessing Kamalani Academy's effectiveness is essential to ongoing growth in excellence for individual students as well as in regards to developing our school-wide model to truly be responsive to our keiki's needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the State standardized assessment. At this time, it is expected that the Hawai'i State assessment will be provided by the SBAC for reading and mathematics for grades 3-8. Hawai'i State Assessment for Science will be given in grades 4 and 8. The Kamalani Academy will administer whichever assessments, which are chosen to be utilized within the State's accountability system.

The School will participate in the statewide assessment program and comply will all applicable requirements under the Strive HI Performance System. The School will also participate in all federal and state required assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices. In addition to the data collected from the statewide assessment program, the Kamalani Academy will monitor academic growth of individual students, cohorts of students, and the progress as a school as a whole, utilizing the Hawai'i Growth Model tools, like the Longitudinal Data Systems (LDS). School chosen universal screeners will be used for reading and math, as well as teacher created assessments, with the framework of triangulation of data, C.O.P. (Conversations, Observations, Performance/Products). School staff will collaboratively use the data to guide and enhance instruction to meet the needs of all students.

The School will select a commercially available standardized instrument, such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students. The principal and faculty will select the commercially available assessment that best fits the needs of their students. Examples of such assessments are included herein. Should the school select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the school to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers and administrators. Should the administration and faculty select Renaissance Learning's STAR Assessment; all students will be initially evaluated. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning's STAR Assessment track students over time and thus are appropriate instruments for the School to monitor it's student growth. The commercially available instruments listed are standardized instruments that demonstrate validity and reliability. Additionally, the tests aligned to the Common Core Standards.

As well as the data collected from the commercially available standardized assessments, teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;

- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.
- Student Portfolios

The School will comply with all required state assessments and administration dates will be aligned with schedules provided by the Hawai'i Department of Education and any other authority as may be applicable. Strive HI Performance Index measures provide a summative snapshot of the school's progress. These measures include: Student achievement (proficiency scores on SBA and HAS Science), Growth (measuring individual students growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students).

Longitudinal data analysis, per Hawai'i Growth Model tool, LDS, will be collected annually to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Attachment E (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-EuAleyoFcP/Attachment E- Testing Calendar_1.pdf

4. Data Driven Programs and Instruction. Describe how instructional leaders and teachers will 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. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

The philosophy of assessment and examination of data is that the results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Modeled after Doral Academy Inc., frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the varied data, the results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. School-wide results will be utilized to target faculty professional development and foster professional learning communities and revise, as may be necessary, the instructional focus calendar. Inherent to the vision statement of the school is to increase academic achievement through the use of arts integration focused school. Arts Integration provides multiple alternative measures to complete a whole child assessment, from performance assessments to observational data, to reflective practices demonstrated in conversations, discussions, and writing. Criteria and rubrics will be used from our state's ARTS First Essential Toolkit, as well as collaborative development by the teachers.

The data driven process is as follows:

- **Screening:** Screening assessments such as the commercially available standardized assessments (STAR or AIMSweb) will be used to identify students who need additional instruction. Students will be screened by teachers in the beginning of the school year to determine needs. Once the school has data from state-wide assessments, it will utilize this data to inform instruction as well.
- **Progress Monitoring:** The School will use the chosen assessment for progress monitoring throughout the year. Additionally, classroom based assessments will be used to monitor students' progress, to provide teachers with classroom assessment tools that will provide student-level benchmarks; and to provide students with information on their progress on specific benchmarks.
- **Data Collection and Analysis:** The school data team comprised of administration and teachers will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom- assessment) will be used to measure effectiveness of such. Homework assigned will reinforce reading skills taught in the classroom. Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school-based monitoring.
- **Reflection on Student Progress:** Based on these measurements, teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention, which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. Tier 1 will include research-based formative instruction, including the implementation of school-wide arts integration strategies, in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan.

Data Team-Professional Learning Community time will be consistently scheduled into the function and structure of Kamalani's school week. Teachers will follow the data team cycle to ensure student learning and achievement is at the center of discussions.

Professional development is key to the success of Data Driven Instruction. It will be continuous and ongoing from the planning year forward. The school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Vescio, Ross, & Adams (as cited in Barton & Stepanek), further indicate that for PLCs to be most effective "[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning." Accordingly, this planning time will also be utilized to evaluate school data and develop intervention strategies. This deliberate effort to review data to improve and exploit effective instructional practices will increase literacy and academic achievement. The Kamalani Academy will provide onsite and offsite professional development. Through its affiliation agreement, with Doral Academy Inc., will provide onsite professional development based on identified needs especially researched based arts integration instructional strategies, personalized learning /differentiated instruction, Positive Behavioral Instructional Support, working with ELL students and students of poverty.

Onsite coaching will be provided for all teachers in instructional strategies, inclusive of all students, students of poverty, at-risk, and ELL. Arts integration as formative instruction and assessment will be supported through training, explicitly embedded in strategy implementation training. Professional development on how to differentiate instruction include but are not limited to: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive Behavioral Instructional Support (PBIS) professional development will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented. The depth and frequency of the training will depend on formal observations and the staff's prior experience (or lack thereof) as determined by teacher needs.

5. Course Scope and Sequence. Include, as Attachment F (15 page limit), a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-IURhApqC1t/Attachment F B.5 Course Scope and Sequence.pdf

6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.

Is the proposed curriculum already fully developed ?

No

b. If the curriculum is not already developed, provide, as Attachment G (5 page limit), the curriculum development plan to develop curricula for the proposed school prior to school opening, including identification of individuals responsible and the timeline for development and completion. Indicate how this timeline aligns with teacher hiring and professional development calendars

The School Administrator along with the administrative team will select the basal text books and other materials to support the implementation of the Common Core Standards in English Language Arts and Mathematics as well as the Hawaii Content and

Performance Standards III (science, social studies, fine arts: music, visual arts, dance and drama, health, physical education, computer and technology, and World Languages).

The selected basal texts will serve as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text and with the integrated units of study developed by grade level teams. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards.

Please see Attachment G for a timeline of selection of basal texts and other support materials.

Attachment G (5 page limit),

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-HIH3i0Mxmm/Attachment G School Timeline.pdf

7. Instructional Strategies. Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, include a description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Ma ka hana ka 'ike
"Through doing one learns"

The mana'o (idea) behind the opening 'ōlelo no'eau (Hawaiian proverb) is that we truly learn by doing. We can sit, read about the world and receive information, or we can actively participate in learning by doing.

The Kamalani Academy will use an arts integration approach to instructional strategies. According to the Kennedy Center, "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both." Additionally, Kamalani academy will use a behavioral philosophy of Positive Behavioral Support to nurture the social and emotional growth of each child. Arts integration instructional strategies, best practices, and positive behavioral support will nourish the vision of the school to "be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others. "The instructional strategies and behavioral management strategies will include researched based strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. All strategies provide initial teacher support with a gradual release to independence. Teachers in collaboration with the principal will determine the best research based instructional strategies to implement. It's important to note that arts integration instruction actively include the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The most obvious is the use of non-linguistic representation.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001):

Category -Percentile Gain

Identifying Similarities and Differences- 45%

Summarizing and Note Taking-34%

Reinforcing Effort / Providing Recognition-29%

Homework and Practice-28%

Non-linguistic Representations (Models)-27%

Cooperative Learning-27%

Setting Objectives / Providing Feedback-23%

Generating / Testing Hypothesis-23%

Questions, Cues / Advance Organizers-22%

Learning and implementation of arts integration strategies are well supported in Hawai'i, with resources such as the ARTS FIRST Essential Arts Toolkit, which can be used as a guide to begin to unify arts integration implementation. Formative instruction and assessment are integral components of arts integration, as students are facilitated to determine criteria and objectives. Teachers prompt tasks, which involve students to create or practice, then are responded to with specific and descriptive feedback to revise for quality. These tangible products and performances authentically blend linguistic and non-linguistic representations of understanding. They make learning concrete, ongoing, and immediately relevant for students.

Instructional strategies which complement the academic philosophy include but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction small groups practice skills and knowledge.
- Differentiated Instruction-Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs.

According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. "As opposed to some educational theories and methods of the past, DI actually embraces the recognition of cultural, familial, and academic differences among students. Teachers who practice DI modify their instruction to address that diversity and to meet curricular objectives. DI emphasizes student accountability for learning and high levels of participation through flexible grouping and simultaneous activities. DI features group-driven tasks, but it also relies on whole-class and individualized instruction to complement group work. It focuses on the quality of activities versus the quantity of work assigned. (Smith & Throne, 2007)."

- Peer teaching - Students become the teacher and teacher their fellow classmates on a specific skill or subject area.
- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.
- Role Play- In role play students are invited to explore situations as if they were someone else. When in role, students respond as that person would think, feel, and speak expressing attitudes, and point of views in response to questions, situations, relationships, and problems to be solved. Role play builds an understanding of empathy for people throughout history, scientists, math thinkers, characters in literature. (The Right Brain Initiative).
- Project-Based Learning - Project-Based Learning is based on the Scientific Method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.
- Cooperative Learning - Integrate content and language through group engagement. A few examples are: reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams. Students tackle problem solving in collaborative groups and explain, act, and create their responses.
- Visual Representations – Students will use visual tools and manipulatives in the process of learning. For example: problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldable can be used in the discovery and problem solving stages of learning. Students may act out content, make physical models, draw a visual representation of a stories theme, etc as final products.
- Generating and Testing Hypothesis - Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem, etc.
- Technology-Based Instruction - Teachers will be trained to use technology in unique methods to augment learning. The ultimate goal is to maintain traditional and proven effective teaching techniques and standards-based curriculum using modern, innovative, technological resources.

Additional strategies used in the writing curriculum will include:

- Oral language development - Brainstorming ideas through "Think, Pair, Share", "Knee to Knee, Eye to Eye" and whole class discussion.
- Reading strategies - The Paraphrasing Strategy, The Word Identification Strategy, and The Frame from the University of Kansas' Strategic Instruction Model as well as CORE Reading's explicit phonics.
- Independent Writing - Students use the strategies taught to create their own writing piece.
- Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas' Strategic Instruction Model.

The school's educational program will also include data driven instruction to inform the teaching strategies, which have proven successful in accelerating low-performing students in reading and mathematics. The School will identify students who are below grade level, at grade level, and above grade level. Identify those who are not making adequate progress and institute applicable interventions and supports (RtI process). They will use the data to guide their pupil intervention plans and differentiated instruction process and continue to monitor progress through student achievement data.

The instructional strategies will be supported by a school wide "Positive Behavioral Instructional Support" philosophy (PBIS) and

practice. “Core behavioral supports can go a long way in preventing misbehavior and promoting desired classroom engagement (Sayeski and Brown, 2011).” School wide Positive Behavioral Support is validated to improve the learning environment for all students as well as help students to build their own self-efficacy (Sayeski & Brown, 2011). PBIS is supported by the Hawai’i State Department of Education, by providing training and support through the Hawai’i PBIS Network (<https://www.pbis.org/pbis-network/hawaii>).

Dr. Jamie Simpson-Steel in her research on the lasting effects of an arts integration approach in elementary school (Pomaika’i School on Maui) into middle school states that processes of the brain, body, and emotional world of a child can not be separated into distinct categories – as Rabkin and Redmond (2006) observe: “Physical sensation and emotion are essential components of the mind, as integral to thought as logic is” (p. 63).

Arts Integration supported by PBIS create a strong whole child instructional approach, building a school ohana for our keiki. The best practices, researched based instructional strategies, and School Wide Positive Behavioral Support all support the Kamalani Academy mission, “to provide an education that nurtures the whole child, celebrates the uniqueness of each child, and provides an innovative arts integrated education to increase academic achievement. Arts integration actively engages and challenges students in meaningful curriculum that will increase their literacy skills and overall academic achievement. The positive learning environment embraces cultural diversity and nurtures the child’s self-esteem and love of learning. The Kamalani Academy strives to actively involve families and the community in our learning process”.

8. Graduation Requirements. High schools will be expected to meet the BOE’s graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.

Note: Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE’s graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. Describe the course and credit requirements for graduation. Include a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements) and the reason and justification for the differences.

Not applicable, Kamalani Academy is opening grades K-8.

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?

No

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?

No

Does the proposed school use online learning in any way, either during or after the school day?

No

C. School Calendar, Schedule, and Staff Structure

C. School Calendar, Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

Evaluation Criteria. A strong response will have the following characteristics:

School calendar and daily and weekly schedules that, align with and clearly reflect the needs of the Academic Plan, and are conducive to significantly improving student learning.

Clearly describes the structure of the proposed school's day and week, including all of the required elements listed in Section III.C.2.a.-f.

Provides a reasonable teacher-student and adult-student ratio that aligns with the Academic Plan.

A staffing chart 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.

Provides a reasonable rationale for the staffing plan and clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed.

If the proposed school has a virtual or blended learning program, the staffing plan 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.

1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In Attachment H (2 page limit), provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.

The school's annual academic schedule reflects the needs of the Academic Plan building in Profession Development days for arts integration, PBIS, and collaborative planning time. The development of the School calendar took into consideration the annual calendars that Doral Academy Inc. has used in the past. Doral Academy Inc. has been highly successful with student achievement and meeting standards.

Attachment H

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2. Describe the structure of the proposed school's day and week, including the following:

- a. A description of the length and schedule of the school week.
- b. A description of the length and schedule of the school day including start and dismissal times.
- c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- d. The number of instructional hours or minutes in a day for core subjects.
- e. An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.

The schedule of the school week was created to maximize student achievement and mirror the HSTA collective bargaining agreement.

- a. The school week is from Monday-Friday. Wednesday will be a early release day to accommodate time for weekly meetings and planning. This is especially important for the Data Driven Instruction model and RtI.
- b. The school day will begin at 7:45 am and dismissal is at 2:00 pm. On Wednesday, the day will begin at 7:45 am and dismiss at 12:20

pm.

- c. The school will devote a minimum of 1415 minutes of instructional time and 1525 minutes of student learning time per week,
- d. The school will devote 1415 minutes of instructional time per week.
- e. Modeled after the Doral Academy, Inc. and the successful Pomaika'i School, the highly engaging arts integration curriculum optimizes student learning time to be highly effective in the allotted instructional minutes.
- f. Teachers will have 45 minutes per day in teacher planning time.

3. Provide, also in Attachment I (10 page limit), a sample daily and weekly schedule for each division of the proposed school.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-eqQIFXKkdW/Attachment I Sample Daily Weekly Schedule Final.pdf

4. Staff Structure.

- a. Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.
- b. Provide, as Attachment J (required form), a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template ([Exhibit 2](#)) provided by the Commission.
- c. Describe the rationale for the staffing plan as demonstrated in the staff chart.
- d. Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.
- e. If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.

a. The teacher to student ratio is 25-1. The adult to student ratio is 16-1.

c. In its first year Kamalani Academy will open with 50 students per grade serving grades K-6. Once the Principal is identified they will interview and identify qualified teachers. Subject to demand and enrollment the school assumes it will need to hire 14 core teachers to service 350 students K-6. The school will hire 2 specialist teachers to teach in the areas of Physical Education, Art, Music and Health. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one security person and one receptionist as school operations support staff.

In its second year the school will expand one grade to service grades K-7. The school expects enrollment to be 400 students with 50 students per grade. The school will hire 16 qualified core teachers for the elementary and middle school. The school will hire 4 specialists for the elementary and middle school. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one receptionist as school operations support staff.

In its third year the school will expand one grade to service grades K-8. The school expects enrollment to be 450 students with 50 students per grade. The school will hire 18 qualified core teachers for the elementary and middle school. The school will hire 5 specialists for the elementary and middle school. . The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one receptionist and another two support staff positions. In its first year Kamalani Academy will open with 50 students per grade serving grades K-6. Once the Principal is identified they will interview and identify qualified teachers. Subject to demand and enrollment the school assumes it will need to hire 14 core teachers to service 350 students K-6. The school will hire 2 specialist teachers to teach in the areas of Physical Education, Art, Music and Health. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one security person and one receptionist as school operations support staff.

The school expects that enrollment will remain stable after year 3 of operation. The school expects to maintain the same staffing for the school years following year 3 if the enrollment remains at 450 students.

d. The School's leadership team in the first year of operations will consist of the following: Principal, Student Support Coordinator, and an Arts Integration Teacher/Coach. The Governing Board will hire and manage the Principal. The Principal will oversee the faculty and staff of the school. The Student Support Coordinator will ensure that special education students receive services, coordinate services for ELL students and other at-risk students. The Art Integration Teacher/Coach will help teacher integrate arts into the curriculum. Additionally, the Governing Board will contract

Attachment J

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D. School Culture

D. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

Evaluation Criteria. A strong response will have the following characteristics:

Clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors 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.

Coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators. Includes a clear description of the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

A coherent plan for enculturating students who enter the proposed school mid-year or in later grades.

Clear description of how the proposed school culture is conducive to a safe learning environment for all students and how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Clear descriptions of curricular or extracurricular programs that will provide students with access to college or career preparation and explanations of how these programs will reinforce a culture of high expectations. If any, citations to structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

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.

Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including procedural due process for all students, including students afforded additional due process measures under IDEA.

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

Legally sound list and definition of offenses for which students may or must be suspended or dismissed.

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.

Well-designed plan to take into account and incorporate students with special needs into the proposed school's general population.

This answer is distinct from applicant's answer to Section II.H, which should focus on how the proposed school plans to provide services to students with special needs.

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.

The description of the typical school day for a student and teacher is not separately rated by the evaluators. However, the description should align with the proposed school's vision and plan for school culture.

1. Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development for all students.

Kākou - "We are in this together."

A culture of collaboration, strong academic achievement, and joyful learning, embraces all at Kamalani Academy. Learning is kākou, inclusive of all stakeholders. Guided by our vision of all children as leaders, each with unique gifts, Kamalani welcomes ideas from

students, teachers, parents and the community. Creative divergent thinking encourages ideas from many perspectives, while “failing forward” develops risk taking and innovation, making school a safe place to explore, experiment, and expand ideas. Kamalani engages all learners from adults to keiki.

Arts integration requires collaborative risk taking and self directed habitudes for attaining quality. Teachers grow professionally, and in community, through learning arts integration strategies together. Well delivered integration strategies involves working and revising toward criteria of excellence. Arts learning for teachers inspire possibilities and renew commitment to school vision. Joyful teachers create joyful classrooms. More so, creatively challenged teachers create rich, engaging classroom environments filled with inquiring students, who investigate, try out new ideas, enjoy learning, and have the stamina for purposeful work together.

Celebrations of learning and diversity, our ‘aina, and of our many cultures, are deliberately implemented in classrooms and school-wide, grounded by methods of stewardship both in school as well as in our community. Practices of caring for each other, our school, and our community (land and people) are strategically accomplished, nurturing each individual with a responsibility beyond the self to the school and the community. Each year begins and ends with a learning celebration, marking transitions with honor and gratitude.

2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

Kamalani Academy’s culture of collaboration to develop strong academic achievement, through creative problem-solving in arts integration guide all endeavors of our school from the beginning. Students, teachers, parents and administrators take active roles in participating in strong arts integration learning in many different ways. It’s everyone’s kuleana to keep our vision authentically alive, everyday.

Students, teachers, and administrators actively engage in a variety of collaborative learning tasks, using arts integration strategies. The arts level the “playing field” for all learners (keiki to adults), giving access to curriculum content through different modalities and intelligences. It requires opening your self, working with others, and caring about the task. Success nurtures success. When each individual contributes meaningfully to a group that achieves together, a collaborative culture of learning lives.

The same standards of learning is embedded in all professional development and meetings, with content and processes strategically planned. Data is collected and examined each year for indicators of success and to guide each next step. All teachers are school leaders, each valuing their role of communicating and sharing of instructional practices weekly through PLCs.

This culture is maintained school-wide though celebrations and a variety of recognition events and opportunities (in the halls, on the walls, in assemblies, website, newsletters, and more). These opportunities deliberately include descriptive examples of all stakeholders’ actions that embody Kamalani’s school vision and mission.

Community celebrations, with a purposeful focus to recognize and educate about Kamalani’s innovative approach, are held quarterly, highlighting achievements and the creative processes of learning.

3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.

Kamalani Academy’s inclusive culture is actively practiced in the classroom and school-wide. Students entering Kamalani mid-year or in later grades, are greeted by our school’s transition teacher leader. The transition teacher leader pairs incoming students with a couple of classmates. The transition teacher selects a team member from our extra curricular service-learning club. These students focus on school culture, whose job is to assist peers with transitions, make new friends, and help with conflict-resolution on the playground. Classroom ohana is naturally created in the arts integration instructional strategies. New students quickly learn the habitudes of belonging, by engaging in active learning in the arts.

Administration and school level teacher leaders help families (parents) belong to our Kamalani Academy ohana with guided school tours, providing insight into our creative learning process, as well as encouraging their own school involvement through a “face to face” survey of opportunities to be involved. Kamalani Academy values Kākou actions of all sizes, big and small. It’s essential for all people, big and small, to earnestly share in our vision and mission.

4. Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

Kamalani Academy's caring, collaborative culture fosters empathy among students. Teachers understand that whole child learning means educating to develop a child's emotional and social skills, as well as intellectual. Kamalani involves parents in the classroom and in similar arts integrated events. Our collaborative culture helps parents and guardians feel welcome and safe to communicate their child's needs to faculty. Together, all adults and students look out for each other, understanding their roles in order to sustain a strong, supportive learning environment.

Systems to track individual students' needs and behaviors include monitoring through Kamalani's "Positive Behavioral Instructional Support" system, via incidence and behavioral reports. Our school's Student Support Coordinator (SSC) and Administrator tracks children's referrals and reports, looking for patterns that can be addressed school wide and for isolated incidences that require differentiated interventions. Our SSC works with the classroom teacher in the Formative Behavioral Assessment (FBA) process to identify strengths, triggers, etc. to create supportive plans for students as needed and includes parents into the process to support their child as a team effort. Additionally, SSC, administrator, and other appropriate support service personnel meet monthly in a peer review process to ensure timely examination for students.

5. Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

As part of the Kamalani Academy vision states, "students will develop the skills and understandings essential for college, career, and life readiness who thrive as contributing members of our local and global community." The School will intentionally expose student to a diverse variety of post-secondary educational and career opportunities at all grade levels. The school will host guest speakers and a career day to highlight a diverse variety of post-secondary educational opportunities. Additionally, the school will have visiting artists participate in leading classes. The School will seek partnerships with University of Hawaii and BYU Hawaii. The School's administration and staff will plan programs to reinforce the school's high expectations.

As mentioned in B.4 Data Driven Instruction, there will be regular implementation of assessments to monitor students' progress. This will ensure that no student is overlooked and identified with ample time for remediation. Based on the data monitoring, teachers will differentiate instruction and intervention programs will be developed for these students. Students identified at risk, will have an intervention plan created by their teacher. This RtI process will ensure that students gain the academic skills necessary to be on track to be ready for high school and college and career ready.

6. Student Discipline.

- a. Describe the proposed school's philosophy on student behavior.
- b. Describe the proposed school's code of conduct, including policies for discipline, suspension, dismissal, and crisis removal. Describe the procedural due process for all students, including students afforded additional due process measures under IDEA. Describe how teachers, students, and parents or guardians will be included in the development and/or modification of these policies.
- c. Include a list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

a. Positive Behavior Support (PBS) will be the student behavioral philosophy at Kamalani Academy. Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn, 2001)." Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn)."

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds

environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn).”

In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

b. The Kamalani Academy will have a progressive discipline policy which will adhere to the Hawaii Administrative Rules (HAR), Chapter 19 Student Misconduct Discipline. This progressive discipline policy will attempt to address and correct inappropriate behavior by providing clear and constructive feedback through a series of increasingly formal steps. The school’s discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student’s self-efficacy.

Upon enrollment in Kamalani Academy, students, parents, and teachers will be given a copy of the progressive discipline policy in their registration packets. It is expected that parents and students will review and acknowledge by signature the progressive discipline policy.

Due process will be afforded to all students. No suspension greater than ten days, disciplinary transfer or dismissal will take place without review and approval from the Board of Directors (substituted for “Complex Area Superintendent” where applicable and permissible by law) and all other Due Process Requirements as set forth in HAR §8-19-9. The School will adhere to additional due process measures under IDEA.

Under IDEA, students in special education can have 10 days of suspension before a Manifestation Determination IEP meeting is required. At the Manifestation Determination IEP meeting, a disciplinary change of placement occurs. Before making a disciplinary change of placement, the school must determine whether the student's behavior is a manifestation of the student's disability. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

If the conduct is not a manifestation of the student's disability: 1. the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration; 2. services must be provided on the 11th and any subsequent day of removal during the school year; the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals in the student's IEP. If appropriate, the student must receive an Functional Behavior Analysis (FBA) FBA and Behavior Intervention Plan (BIP) services designed to address the behavior so it does not recur.

Upon the establishment of the School, the principal and teachers, and parents will further refine the progressive discipline policy and create a Code of Conduct compact. The School’s policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning.

c. Kamalani Academy will comply with HAR §8-19-5 which states “the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action was committed by an individual or a group of individuals such as gang, the age of the offender, and if the offender was a repeat offender.”

Kamalani Academy will comply with the Prohibited student conduct; class offenses set forth in HAR §8-19 and further defined in HAR. §8-19-2. Kamalani Academy will comply with all discretionary and non-discretionary suspensions and expulsions.

7. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss 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 will be covered in Section VI.D of the Final Application and should not be discussed here.

Kamalani Academy’s professional culture will be one of caring and collaboration that fosters empathy among students. All staff (administration, teachers, and support staff) understand that whole child learning means educating to develop a child’s emotional and social skills, as well as intellectual. Teachers and administrators actively engage in a variety of collaborative learning tasks to develop, learn, and implement arts integration strategies within the curriculum. The arts level the “playing field” for all learners. Teachers will

be encouraged to take initiative in the development of the implementation of Kamalani's academic plan. Teachers will take on leadership roles within the school participating in different committees (Data Team , RtI , and others).

All staff will be involved in school level decisions making, problem-solving, and in developing new initiatives. The Principal will take the initiative to create and maintain this environment through modeling, team-building, highlighting team members strengths, and encouraging team members to participate. It is especially important for a charter school to have this type of environment, an environment that empowers all staff members will lead to a successful school.

School Performance Goal #7 will serve as a tool to measure the professional culture of the school.

8. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.

Learning is Kākou ~ Inclusive of All

Kamalani Academy's value for a collaborative culture includes all students. The arts integrated approach makes this inclusion tangible and accessible for every child.

Arts integrated instructional strategies rely on both linguistic AND non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial intelligences. Dance heavily relies on kinesthetic and musical intelligences. Music requires reading of different symbols, notation that all students are learning together. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance. The content of other curricular subjects become the content for the arts processes. ALL children have more than one intelligence that they can use to build their understanding.

Our arts integration approach creates strong community in the classroom and in the school. When all students are able to contribute to a group's learning task meaningfully, true mutual respect and recognition for each other's strengths grow. Students have real purposes in these social tasks, developing their own self worth as well as empathy, understanding, and appreciation for others.

9. If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe 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.

Kamalani's arts integrated approach supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.

Students process information and construct understanding, using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The arts integrated strategies engage the students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, arts integration engages.

10. In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

11. In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

E. Supplemental Programs

E. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

Evaluation Criteria. A strong response will have the following characteristics:

Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs, if applicable.

Well-designed plans and identified funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan.

1. If applicable, briefly describe any summer school programs the proposed school will offer; how the programs are integral to the proposed school's academic plan; the schedule and length of the program; how the program will meet anticipated student needs; and how the programs will be funded. If the programs will not be implemented in the first year of operation, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

At this time the School will not offer a summer school program. The School's Board and Administration will annually assess the need for a summer school program.

2. If applicable, describe any extracurricular or co-curricular activities or programs the proposed school will offer; how they 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, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Kamalani Academy will provide an after-school program based upon a needs assessment of the parents and student body. The after-school program will be a fee based program that will be managed by the Principal. The School will employ qualified staff to work with the students on homework and provide enrichment activities for the students. The after-school program will need a sufficient amount of parent interest for the costs of hiring additional staff, activities, and after school snacks. Kamalani will take steps to ensure that economically disadvantaged students have equitable opportunity to participate in the after-school program.

Extra Curricular or Co-Curricular activities or programs will be implemented by the school based upon the student/parent interest and availability of volunteers to run applicable activities/programs. The School will strive to create extra-curricular activities that engage the students and help create a sense of school community.

F. Special Populations and At-Risk Students

F. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

Evaluation Criteria. A strong response will have the following characteristics:

Demonstrated understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including students with an IEP or Section 504 plan, ELL students, students performing below grade level, students identified as intellectually gifted, homeless students, and students at risk of academic failure or dropping out.

For each of the aforementioned groups (and any other groups the applicant identifies), a comprehensive and compelling plan or explanation for:

How the evidence from which the projection of anticipated special needs populations was derived.

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

Methods for appropriate identification and avoidance of misidentification and how these methods will be funded.

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.

Monitoring, assessing, and evaluating the progress and success of students.

For proposed schools with a high school division, a plan to promote graduation.

Plans to have qualified staff adequate for the anticipated special needs population.

If the proposed school’s plan contains a virtual or blending learning program, a clear description of how the virtual component addresses students with special needs.

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 that will support students in meeting and exceeding standards.

Clear description of how proposed school will identify students that would benefit from accelerated learning opportunities, illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports that will ensure the students are challenged and able to access the level of rigor that aligns with the students’ individualized needs.

1. Outline the overall plan to serve students with special needs, including but not limited to 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. For each of these types of students, describe the following:

a. The percentage of the anticipated student population that will likely have special needs and the evidence or data that was used to make this determination;

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

c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be

avoided;

- 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;
- e. Plans for monitoring, assessing, and evaluating the progress and success of students with special needs. For students with special education needs, the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;
- f. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

a. Kamalani Academy's anticipated enrollment for special needs populations is estimated at:

- According to ED.Gov, "Data Display: Hawaii" anticipated students with disabilities enrollment could be near the Hawaii state average of 10.6 % ;
- According to ED. Gov Civil Rights Data Collection, students with 504s could be up to 2%;
- According to data collected in Attachment B, students who are ELL are estimated to be near 8%;
- According to "Digest of Educational Statistics." Institution for Educational Sciences students who are gifted and talented could be up to 5%.

b. Kamalani Academy will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources to meet the diverse needs of all students. Kamalani will support the least restrictive environments as appropriate to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. For ELL students and other special population (at risk, intellectually gifted students, 504, etc.) will have accommodations provided in an inclusion setting by the general education teacher.

Kamalani Academy's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).

The Student Support Coordinator will be certified in special education, and it is expected that they will provide services in the school's initial year from the general budget. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support. It is expected that after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding.

c. As mentioned in III. B.3 -4, all students will be universally screened in the beginning of the school. Analysis of the universal screener will be completed by the Data Team; those students who are identified as academically at risk, who are not already identified with an IEP, will be referred to the RtI team. The RtI team notifies the parent that their child will be entering the RtI program which provide interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction. After 12 to 16 weeks of intervention, the RtI team reviews the student's progress and either continues with RtI or refers the student to the school psychologist for an evaluation to receive special education services.

The Kamalani Academy will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education this includes related services. The School will also ensure that no student otherwise eligible to enroll in their Kamalani Academy will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs.

Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RTI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate. Upon review of accumulated data, observation and review of records, Kamalani Academy may determine that assessment is necessary to determine possible eligibility for

special education programs and related services.

Upon a parent's request for assessment, Kamalani Academy will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If Kamalani Academy determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Kamalani Academy concludes that there are suspected disabilities, Kamalani Academy will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and/or exit from special education.

Kamalani will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the Kamalani Academy. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities, has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan. A 504 plan will provide accommodations to provide access to the general education learning environment. A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrator. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers

All students upon enrollment are provided an A Home Language Survey (HLS) as part of the registration packet. Based on the answers provided to the questions in the HLS, students are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. Eligible students are provided services based upon their needs through differentiated instruction and other best practices.

Kamalani Academy will serve the needs of students who are gifted and talented defined as a person who demonstrates such outstanding academic skills or aptitudes that she/he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: general intelligence, academic aptitude in a specific area, creative thinking, productive thinking, leadership, the visual arts, or the performing arts. A student who is gifted and talented is eligible for special services and programs of instruction if a team determines by the use of standardized assessments that the student is at the 98th percentile in cognitive or academic ability or in an area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

It is expected that after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding. During the first year, the school will hire a Student Support Coordinator that is certified in Special Education. IDEA Part B funds and discretionary units will help supplement the program. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support.

d. Kamalani Academy's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Best practices that utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum.

As cited in the Kennedy Center's 2012 report "The Intersection of Arts and Special Education: Exemplary Programs and Approaches," "for all students whether integrated into the curriculum or taught as a separate subject, can lead to increased academic, social and functional skill development and knowledge. (Catterall, 2009; Deasy, 2002). Furthermore, "for students with disabilities, knowledge and skill development gained through the arts can play a crucial role in their overall success (Hillier, Greher, Poto, & Dougherty, 2012; Mason, Steedly, & Thormann, 2008)

e. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

IEP teams will meet annually to review and revise the student's IEP. Every three years as mandated by IDEA, a reevaluation will take place to reassess the student and determine continued eligibility under IDEA. Annual meetings will be held with the parent and teaching staff to update the 504 Plan.

ELL students will be progress monitored regularly as all of our students will be through the chosen standard to monitor their academic gains. ELL students will take the WIDA ACCESS each year for reclassification. The ACCESS assess the pupil's proficiency to comprehend, speak, read and write English. The pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English. Kamalani Academy will monitor any student reclassified as ELL who has not yet met exit criteria. Once a student meets language proficiency, Kamalani will continue to monitor these students for a minimum of two years. The purpose of this monitoring is to ensure that the students' academic grades do not fall and that they are no longer in need of language acquisition assistance.

f. N/A. Kamalani is offering grades K-8.

g. In Kamalani's first year, it will hire a Student Support Coordinator that will be approximately licensed in Special Education. In the first year, the Student Support Coordinator will provide services with all students with disabilities. Once DOE funding becomes available Kamalani, it is expected that Kamalani will hire additional staff. All related services are expected to be provided by the Department of Education. Kamalani Academy will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). In addition, Kamalani Academy will be responsible for the management of its special education budgets, personnel, programs and services to ensure compliance with program and fiscal requirements.

h. N/A

2. Identify any other special needs populations and at-risk groups 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. For each of these other identified groups, describe the elements listed above in Section III.F.1.a-h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Kamalani Academy expects to have a racial/ethnic student population as well as a rate of English Language Learners (ELL), Students with Disabilities, and Free and Reduced equivalent to that of the surrounding public schools. Please see Attachment B for a detailed explanation of the possible target populations. Kamalani has the mission to provide an education that nurtures the whole child, celebrates the uniqueness of each child, and provides an innovative arts integrated education to increase academic achievement. Kamalani's arts integrated academic program and Data-Driven Instruction (III.B.3-4) is designed to lift up all students academically and for no student to be overlooked. For any student that is an at-risk learner, progress monitoring of their academic growth coupled with best instructional practices and arts integration will close the achievement gap. As stated in Section III. F.a-h, students will be given access to the general education curriculum supported by best instructional practices and interventions to increase their academic growth.

3. Illustrate how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

Arts Integration supported by PBIS creates a strong whole child instructional approach. As referenced in Kamalani Academy's Academic Philosophy (III.A.2), "the arts can engage students who are not typically reached through traditional teaching methods,

including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities” (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). The instructional strategies and behavioral management strategies (PBIS) include researched based strategies that have proven effective for students at all levels (III.B.7). Students will be assessed at the beginning of the school year and regularly throughout the year (III.B.3-4). Teachers will use this data to guide their instruction (III.B.3-4). Progress monitoring through the standardized assessment tool will ensure that all students and especially those who are at risk of learning are not overlooked. Teachers will use variety of strategies including differentiated instruction. Differentiated Instruction targets different levels of learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs.

4. Describe how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students’ needs. Illustrate how the proposed curriculum will accommodate those performing above grade level. Describe supports as instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students’ individualized needs.

A student who is gifted and talented will be provided differentiated educational activities each week during the school year through accelerated learning activities, differentiation of curriculum, curriculum compacting, ability grouping, honors and/or advanced coursework, and real world immersion activities. Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level standards. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

G. Academic Plan Capacity

G. Academic Plan Capacity

Evaluation Criteria. A strong response will have the following characteristics:

Evidence that the key members of the proposed school's academic team have the collective qualifications (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 charter school) to implement the school's Academic Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement. Clear ties to and/or knowledge of the community in the area where the facility is or will be located and/or areas where the anticipated student population will come from.

Evidence that any organizations, agencies, or consultants that are essential to successful planning, establishing, and implementation of the plan are committed to an ongoing role with the proposed school, if applicable.

If the school director is identified: Evidence of the school director's experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population, as well as evidence that the proposed leader is well qualified to implement the Academic Plan being proposed. A thorough recruiting and selection process where candidates were screened using rigorous criteria and selected based on experience and ability to design, launch, and lead a charter school.

If the school director is not yet identified: An appropriate job description or qualifications and criteria that is designed to recruit a school director with the experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. A clear and appropriate 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.

Appropriate responsibilities and qualifications for the school's leadership or management team beyond the school director.

If there are any members of the proposed school's leadership team or management team beyond the school director who are identified: Evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

If there are any members of the proposed school's leadership team or management team beyond the school director who are not yet identified: Sound job description or qualification, timeline, criteria, and process for recruiting and hiring the leadership team.

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic Plan. These may include 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.
2. Describe the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management; and
 - d. Parent and community engagement.

1. Kamalani Academy's proposed Board of Directors includes educators, parents, community leaders and licensed professionals who possess the knowledge and experience to effectuate the implementation of Kamalani Academy's Academic Plan. Board Member Pat Macy has more than 20 years of experience in public education and has worked as a teacher, assistant principal, principal, assistant superintendent and superintendent. Dr. Macy holds a current educational license in the State of Hawaii with Administrative Credentials. Dr. Macy has served as a Board Examiner on the National Council of Accreditation of Teacher Education, and has also worked as a counselor, coach and Professor of Education at the University level. Dr. Macy's knowledge and background at all levels of public education will be essential in establishing the school and helping to select a school leader.

Board Member S. Ku'uipo Laumatia has more than 10 years of experience as an adjunct professor at Hawaii Pacific University. In addition, Ms. Laumatia has extensive experience in founding, supporting and growing non-profit endeavors from a Board leadership

position through her service with the Mana’olana Foundation, a non-profit Native Hawaiian Organization. This educational and non-profit governance expertise will assist the entire Board in making effective governance decisions that will support the Academic Plan. Furthermore, Ms. Laumatia is a motivated parent whose interest in the school is rooted in her desire to provide a new educational opportunity to her own family and her extended community. As such, Ms Laumatia’s ties to the local community through her family and non-profit endeavors will be essential in establishing and growing the school community.

Board Member Lei Cummings also brings to Kamalani Academy the experience of being both an educator and leader of a non-profit entity. Ms. Cummings currently serves with Ms. Laumatia on the Board of Directors of The Mana’olana Foundation, and is presently serving as the President of that organization. In addition, Ms. Cummings is currently employed as the Associate Director of Major Gifts for LDS Philanthropies Hawaii, where she has successfully lead fundraising efforts that have resulted in millions of dollars in donations for charitable and non-profit entities. Prior to serving in her current role, Ms. Cummings served as both a faculty member and then Director of BYU-Hawaii’s Information Technology Services, enabling her to provide the Board with valuable knowledge regarding technology infrastructures in an educational environment.

The Kamalani Academy applicant team also includes legal and financial professionals whose expertise will assist fellow Board members in establishing sound organization and financial structures in the implementation of the Academic Plan. Board Member Jarrett Macanas is an attorney licensed to practice in Hawaii and residing on Oahu. Mr. Macanas professional knowledge in contract reviews, financial planning and legal compliance will assist the Board in performing those essential tasks in support of the Kamalani Academy’s Academic Plan. In addition, Board Member Mark Kohler is a licensed certified public accountant who also possesses a degree in law. Mr. Kohler is a partner in a California based accounting firm whose knowledge and expertise will assist the Board in reviewing and analyzing financial plans, forecasts, budgets and audits necessary for the establishment and operation of the school.

In addition, the Board will select a school leader who will be dynamic and successful in administering the school’s Academic Plan on a day to day basis. The Board has also elected to hire an experienced and successful management company to assist in the planning and creation of a new charter school. Academica has managed the creation of several successful Charter School models, including replication models already operating in Florida, Texas, Nevada and Washington, D.C. Together, the Board, School Leader and Management team will be able to successfully implement the Academic Plan and establish a successful school.

2. a. As set forth in Part G.1., the Board of Kamalani Academy has extensive experience in public school leadership and Board governance. Board Member Macy has served in all areas of public school leadership, including serving as the Assistant Superintendent of Page Unified School District and the Superintendent of Red Mesa Unified School District in Arizona. Dr. Macy also has administrative experience in the State of Hawaii, previously serving as the Vice-Principal of Kahuku Elementary School and King Intermediate School. Furthermore, Board Members Macy, Cummings and Laumatia have all served on non-profits Boards and have extensive experience in effective administration and governance.

b. The Board also has the capacity and partnerships in place to lead the school in curriculum, instruction and assessment. In addition to the knowledge and experience of Dr. Macy previously established, three additional Board Members have prior instructional experience at the post-secondary level. While the distinctions between post-secondary education and the grade levels intended to be served by Kamalani are obvious, this experience is nevertheless valuable and demonstrates the Board of Directors understanding and experience in selecting curriculum and recognizing effective instruction. In addition, the Board has also elected to affiliate with Doral Academy, a system of high performing schools that serve a demographically diverse group of students. (See part G.5.) The Doral Academy affiliation will provide opportunities for Doral leadership and faculty to provide onsite support regarding best practices, curriculum and professional development to Kamalani Academy.

c. The Board of Directors of Kamalani Academy possess the academic, professional, and business experience to effectively monitor and manage the performance of the school in both academic and financial/operational aspects. The Boards’ collective experience in academics, business management, law, accounting, resource development, non-profit governance and administration provide all the necessary background to analyze and evaluate all aspects of school operations.

In addition, the Board of directors intends to partner with Academica, a national charter school management company, to assist in the administrative tasks necessary for successful performance management. Academica’s services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that would otherwise require the Board to hire additional staff. The Boards knowledge, leadership experience, and oversight in conjunction with the services provided by Academica will allow the Board to constantly and effectively monitor the performance of the school.

d. Parental and community involvement is a fundamental aspect of the mission and vision of Kamalani Academy. All Doral Academy affiliated schools request all families to commit 30 hours of volunteer hours per school year. The School will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. Kamalani will reach out to parents and the community through the school website, monthly newsletters, and event calendars which will be updated monthly to disseminate information and maintain open lines of communication. Through the PTO and other such committees, parent and community members will also be able to partake in the school’s decision-making process. In addition, the public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the

3. Describe the academic team's 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.

All members of the Kamalani Academy Board of Directors have close ties to the geographic area and student population the school intends to serve. Four out of the five proposed board members currently live on Oahu with close personal and professional ties to the school's target community. Furthermore, Board Member Laumatia hopes to be able to enroll her own children in the school.

In addition, as set forth in part A.5 and A.6, Kamalani's Board has already begun the process of establishing local community partnerships which will further support the implementation of the proposed Academic Plan. Kamalani Board Members have established contacts with local Universities, Arts Organizations and Performing Arts Centers. The School will partner with Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network, Institute for Teacher Education, College of Education at University of Hawaii, BYU Hawaii, as well as the successful Pomaika'i School on Maui and is actively seeking additional partnerships with other community organizations.

4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school's development. Include, as Attachment M (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

Essential Partners in Planning and Establishment of School

a. Doral Academy, Inc.- As previously stated, Kamalani Academy will be affiliated with Doral Academy and entitled to use all programs, curriculums, partnerships, best practices, trainings and accreditations held by Doral Academy. The school will affiliate with Doral Academy to provide the following services:

The proposed affiliation agreement is attached hereto as Exhibit M-1.

b. Academica Hawaii-As stated above, Academica is a national charter school management company. The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- i. Assist the Board in creating budgets and financial forecasts;
- ii. Assist the Board in preparing applications for grant funds;
- iii. Monitor and assure Compliance with all state reports;
- iv. Assist the Board in locating and securing a school facility;
- v. Maintain the financial books of the school;
- vi. Assist with systems development;
- vii. At the Board's direction, prepare agendas and post notices of all board meetings;
- viii. Assist the Board in identifying and retaining an employee leasing company; and
- ix. Provide human resources related services such as dispute resolution and contract preparation and review.
- x. Assist the Board in preparing all documents and reports necessary for future charter renewals.

Academica's proposed Services Agreement is attached hereto as Exhibit M-2.

c. Facilities Development Partner- The procurement of a school facility is a necessary but difficult task for all charter schools. Fortunately, through Kamalani Academy's partnership with Academica and Doral Academy, numerous sources of development funds are available for Kamalani's establishment of a quality school facility. One fund who is committed to participating in Kamalani Academy's establishment and has previously funded numerous school sites with Academica and Doral Academy in other states is the Turner Agassi Charter School Development Fund.

Letter of Intent attached as Exhibit M-3.

The role of Academica Hawaii and Doral Academy, is to serve at the will and guidance of the Board. The Board expects Academica Hawaii and Doral Academy, to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" above in a manner that is consistent and assists the board meet its vision.

Academica Hawaii will assist Kamalani Academy in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help Kamalani Academy serve more students and maintain financial surpluses without compromising the educational goals of the school.

Attachment M (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

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5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as Attachment N (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

. Essential Organizations and Agencies for Establishment of Academic Plan

a. Doral Academy, Inc.-as previously stated Kamalani Academy will be affiliated with Doral Academy and entitled to use all programs, curriculums, partnerships, best practices, trainings and accreditations held by Doral Academy. The school will affiliate with Doral Academy to provide the following services:

i. On site principal training and professional development;

ii. On site teacher training and professional development , including professional development on: 1) Thematic Lessons with integrated arts emphasis, 2) professional development on creation of Thematic Lessons, 3) Positive Behavioral Support;

iii. Classroom critique and assessment;

iv. Technology training; and

v. Help attain accreditation.

The affiliation agreement is attached hereto as Exhibit M-1.

b. Rae Takemoto, the Arts Integration Coordinator and Coach of the Pōmaikaia School, has been a consultant in this application process and partner in the establishment of Kamalani Academy. Ms. Takemoto is committed to seeing arts-integrated education grow throughout Hawaii and Kamalani looks forward to working with the Pōmaikaia School.

Attachment N (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

6. School Director.

Is the proposed school director known at this point ?

No

b. If the school director is not known, briefly describe the characteristics of the school director that the proposed school will seek, and provide as Attachment P (no page limit) the job description or qualifications and the criteria that will be used to select the school director, including criteria relating to experience and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. Describe the timeline, recruiting, and selection process for recruiting and hiring the school director.

The Kamalani Academy Board of Directors anticipates commencing the formal search process for a School Director immediately following the completion of the charter application process. The interview and selection process is anticipated to take place during the Spring of 2015, with the hope of identifying and designating a qualified candidate in the Summer of 2015. The Board will involve Doral Academy, Academica, Rae Takemoto, and community input in identifying and evaluating qualified candidates.

The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with state and federal guidelines. The governing board will seek a school leader who has extensive administrative and teaching experience, a working knowledge of arts integration based education, an understanding of the needs of diverse student population, and excellent communication skills. The principal will ensure that the operations of the school

(resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will be evaluated at least annually by the Board of Directors. The Kamalani Board evaluation will include input from students, parents and staff and focus on the school's progress towards achieving the School's goals. Job Description attached hereto as Attachment P.

Attachment P (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

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7. Management Team. Describe the positions that will make up the proposed school's management team beyond the school director, if any.

Are the individuals who will fill these positions known at this point ?

No

b. If not known, provide as Attachment R (no page limit) the job descriptions or qualifications and criteria that will be used to select these positions. Describe the timeline, recruiting, and selection process for recruiting and hiring these individuals.

Please see Attachment R.

Attachment R (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/2102993-sNCTdqO5Gr/Student Support Coordinator Arts Integration Coach Job Descriptions Attachment R.pdf

H. Conversion Charter School Additional Academic Information

H. Conversion Charter School Additional Academic Information

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

No

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