

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 eighth 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.

assets/survey-uploads/34569/2102993-fiAhdaIysN/Attach M - Affiliation Agreement-Kamalani Academy-Draft.pdf

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 Pōmaika'i 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 Pōmaika'i 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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Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2016		2017		2018		2019		2020		2021	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	50		50		50		50		50		50	
1	50		50		50		50		50		50	
2	50		50		50		50		50		50	
3	50		50		50		50		50		50	
4	50		50		50		50		50		50	
5	50		50		50		50		50		50	
6	50		50		50		50		50		50	
7			50		50		50		50		50	
8					50		50		50		50	
9												
10												
11												
12												
Subtotals	350	0	400	0	450	0	450	0	450	0	450	0
Totals	350		400		450		450		450		450	

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
Hokulani Elementary	Kaimuki	K-5	96816	373	11	390	Recognition	92%	92%	91%	0%
President Thomas Jefferson Elementary	Kaimuki	K-5	96815	465	43	158	Continuous Improvement	62%	65%	31%	0%
Queen Ka'ahumanu Elementary	McKinley	K-5	96814	597	66	221	Continuous Improvement	64%	63%	54%	0%
Lanakila Elementary	McKinley	K-5	96817	433	16	367	Recognition	74%	77%	64%	1%
Ma'ema'e Elementary	Roosevelt	K-5	96817	666	31	353	Continuous Improvement	87%	89%	92%	1%
Noelani Elementary	Roosevelt	K-5	96822	455	15	369	Recognition	93%	88%	91%	0%
	Enrollment Totals			2989							
	Economically Disadvantaged Averages			57.3%							
	English Language Learners Averages			15.6%							
Kalihi-uka Elementary	Farrington	K-5	96819	259	18	181	Recognition	68%	66%	n/a	0%
Kalihi Waena Elementary	Farrington	K-5	96819	583	22	337	Continuous Improvement	57%	57%	53%	0%
'Aina Haina Elementary	Kaiser	K-5	96821	609	38	262	Continuous Improvement	85%	81%	85%	3%
Haha'ione Elementary	Kaiser	K-5	96825	541	22	331	Recognition	90%	87%	83%	1%
King Liholiho Elementary	Kalani	K-5	96816	469	29	176	Recognition	86%	80%	82%	0%
Mayor John H. Wilson Elementary	Kalani	K-5	96816	595	31	307	Continuous Improvement	90%	93%	89%	0%
	Enrollment Totals			3056							

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
	Economically Disadvantaged Averages			38.6%							
	English Language Learners Averages			11.0%							
Enchanted Lake Elementary	Kailua	K-6	96734	510	42	315	Recognition	90%	82%	67%	0%
Maunawili Elementary	Kailua	K-6	96734	384	42	181	Continuous Improvement	76%	65%	n/a	1%
'Aikahi Elementary	Kalaheo	K-6	96734	498	43	255	Continuous Improvement	91%	83%	78%	0%
Mokapu Elementary	Kalaheo	K-6	96734	921	80	354	Recognition	82%	69%	70%	0%
	Enrollment Totals			2313							
	Economically Disadvantaged Averages			45.5%							
	English Language Learners Averages			2.5%							
He'eia Elementary	Castle	K-6	96744	467	43	242	Focus	81%	63%	74%	0%
Pu'ohala Elementary	Castle	K-6	96744	272	29	335	Recognition	74%	69%	n/a	0%
	Enrollment Totals			739							
	Economically Disadvantaged Averages			50.0%							
	English Language Learners Averages			2.0%							

Total Enrollment 9097

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
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The data above came together by taking information from cross sections of East Oahu with a selection of schools based on similarly offered grades levels, in line with our proposed Charter

* The information contained in this report was obtained from The Hawaii State Department of Education Website and the Accountability Resource Center Hawaii (ARCH) Website.

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East Oahu Middle School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	8th Grade ACT	Retention Rate
William P. Jarrett Middle	Kaimuki	6-8	96816	264	47	124	Continuous Improvement	64%	54%	40%	40%	1%
President George Washington Middle	Kaimuki	6-8	96826	794	95	184	Continuous Improvement	71%	57%	42%	55%	1%
Central Middle	McKinley	6-8	96813	351	29	96	Continuous Improvement	48%	38%	17%	24%	2%
Prince David Kawanakoa Middle	Roosevelt	6-8	96813	850	70	187	Continuous Improvement	78%	67%	42%	63%	0%
Robert Louis Stevenson Middle	Roosevelt	6-8	96822	653	71	206	Continuous Improvement	76%	68%	48%	59%	0%
	Enrollment Totals			2912								
	Economically Disadvantaged Averages			57.3%								
	English Language Learners Averages			15.6%								
Governor Sanford B. Dole Middle	Farrington	6-8	96819	841	93	75	Priority	47%	35%	10%	26%	0%
King David Kalakaua Middle	Farrington	6-8	96819	1040	95	214	Continuous Improvement	62%	55%	34%	39%	1%
Niu Valley Middle	Kaiser	6-8	96821	891	91	295	Continuous Improvement	90%	80%	58%	75%	0%
Kaimuki Middle	Kalani	6-8	96816	979	70	169	Focus	88%	79%	60%		0%
	Enrollment Totals			3751								
	Economically Disadvantaged Averages			38.6%								
	English Language Learners Averages			11.0%								
Waimanalo Elementary & Intermediate	Kailua	7-8	96795	536	71	162	Continuous Improvement	63%	56%	43%	27%	0%
Kailua Intermediate	Kalaheo	K-8	96734	370	40	226	Continuous Improvement	82%	68%	51%	63%	0%

East Oahu Middle School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	8th Grade ACT	Retention Rate
Enrollment Totals				906								
Economically Disadvantaged Averages				45.5%								
English Language Learners Averages				2.5%								
Governor Samuel Wilder King Intermediate	Castle	7-8	96744	627	99	283	Continuous Improvement	82%	72%	38%	50%	1%
Enrollment Totals				627								
Economically Disadvantaged Averages				50.0%								
English Language Learners Averages				2.0%								

Total Enrollment 8196

The data above came together by taking information from cross sections of East Oahu with a selection of schools based on similarly offered grades levels, in line with our proposed Charter

* The information contained in this report was obtained from The Hawaii State Department of Education Website and the Accountability Resource Center Hawaii (ARCH) Website and .

Oahu Private School Information*

School Name	Grade Level	Zip Code	Total Enrollment
The Children's House	PK-6	96782	288
Hanahau'oli School	PK-6	96822	210
Hawaiian Mission Academy	K-8	96814	112
Montessori Community School	PK-6	96822	204
Navy Hale Keiki School	PK-4	96818	229
Holy Nativity School	PK-6	96821	151
Hongwanji Mission School	PK-8	96813	339
Kawaiaha'o Church School	EC-5	96813	69
Soto Academy	K-6	96817	79
Waolani Judd Nazarene School	PK-8	96817	208
Damien Memorial School	6-12	96817	659
Assets School	K-12	96818	344
Christian Academy	PK-12	96819	323
Hawaii Baptist Academy	K-12	96817	1096

School Name	Grade Level	Zip Code	Total Enrollment
Honolulu Waldorf School	PK-12	96821	300
'Lolani School	K-12	96826	1890
Kaimuki Christian School	PK-11	96816	321
Kamehameha Schools	K-12	96817	3192
Lutheran High School	6-12	96822	50
Maniknill School	K-12	96822	1362
Saint Francis School	K-12	96822	534
Saint Louis School	6-12	96816	550
Variety School of Hawaii	K-10	96816	45
Mid-Pacific Institute	PK-12	96822	1553
Punahou School	K-12	96822	3762
Redemption Academy	K-12	96814	59
Sacred Hearts Academy	PK-12	96816	987
The St Andrew's School	K-12	96813	360

* The information contained in this report was obtained from the Hawaii Association of Independent Schools.

District and Complex School Listing

Honolulu District	Honolulu District	Windward District	Windward District
<p>Kaimuki Complex</p> <ul style="list-style-type: none"> • Ala Wai El • Aliiolani El • Hokulani El • Jarrett Middle • Jefferson El • Kaimuki High • Kuhio El • Lunalilo El • Palolo El • Washington Middle • School for Examining Essential Questions of Sustainability * <p>McKinley Complex</p> <ul style="list-style-type: none"> • Central Middle • Kaahumanu El • Kaiulani El • Kauluwela El • Lanakila El • Likelike El • McKinley High • Royal El • Halau Lokahi NCPCS * • Myron Thompson Acad NCPCS * • Voyager PCS * <p>Roosevelt Complex</p> <ul style="list-style-type: none"> • Anuenue School • Kawananakoa Middle • Lincoln El • Maemae El • Manoa El 	<p>Farrington</p> <ul style="list-style-type: none"> • Dole Middle • Farrington High • Fern El • Kaewai El • Kalakaua Middle • Kalihi El • Kalihi Kai El • Kalihi Uka El • Kalihi Waena El • Kapalama El • Linapuni El • Puuhale El <p>Kaiser Complex</p> <ul style="list-style-type: none"> • Aina Haina El • Hahaione El • Kaiser High • Kamiloiki El • Koko Head El • Niu Valley Middle <p>Kalani Complex</p> <ul style="list-style-type: none"> • Hawaii School for the Deaf and Blind • Kahala El • Kaimuki Middle • Kalani High • Liholiho El • Waikiki El • Wilson El • Waialae El PCS * 	<p>Kailua Complex</p> <ul style="list-style-type: none"> • Enchanted Lake El • Kaelepulu El • Kailua High • Keolu El • Maunawili El • Olomana • Pope El • Waimanalo El & Int • Ke Kula O Kamakau Lab PCS * • Malama Honua Learning Center * <p>Kalaheo Complex</p> <ul style="list-style-type: none"> • Aikahi El • Kailua El • Kailua Int • Kainalu El • Kalaheo High • Mokapu El • Lanikai El PCS * <p>Community School</p> <ul style="list-style-type: none"> • WCSA-Windward Campus 	<p>Castle Complex</p> <ul style="list-style-type: none"> • Ahuimanu El • Castle High • Heeia El • Kahaluu El • Kaneohe El • Kapunahala El • King Int • Parker El • Puohala El • Waiahole El • Hakipuu Learning PCS * Ctr

<ul style="list-style-type: none"> • Noelani El • Nuuanu El • Pauoa El • Roosevelt High • Stevenson Middle • Halau Ku Mana • NCPCS * • University Laboratory School * <p>Community School</p> <ul style="list-style-type: none"> • McKinley Community School (MCSA) 	<p>Community School</p> <ul style="list-style-type: none"> • MCSA-Farrington Campus 		
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* Charter Schools are shown under the geographic complex-area and/or complex responsible for certain support to that school. Please visit the [Charter Schools website directory](#) for school information.

Private School Listing

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| <ul style="list-style-type: none"> • The Children's House • Hanahau'oli School • Hawaiian Mission Academy • Montessori Community School • Navy Hale Keiki School • Holy Nativity School • Hongwanji Mission School • Kawaiaha'o Church School • Soto Academy • Waolani Judd Nazarene School • Damien Memorial School • Assets School • Christian Academy • Hawaii Baptist Academy • Honolulu Waldorf School • 'Lolani School • Kaimuki Christian School • Kamehameha Schools • Lutheran High School • Maniknill School • Saint Francis School • Saint Louis School • Variety School of Hawaii |
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- Mid-Pacific Institute
- Punahou School
- Redemption Academy
- Sacred Hearts Academy
- The St Andrew's School

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is the proposed school's school-specific performance goal #1?</i></p> <p>Eighty (80) 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 eighth grade.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by the State's chosen standardized assessment (SBAC), and the Hawai'i State Assessment (HSA) in Science</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>This data will be quantified by enrollment records for students that have been enrolled for 3 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Eighty (80) 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 eighth grade.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The mission is to increase academic achievement through arts integration. This goal would show that students who have been enrolled in the school for 3 consecutive years are achieving.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the SBAC and HSA Science standardized tests that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline of the data will be collected in the School's first year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #2	<p><i>What is the proposed school's school-specific performance goal #2?</i></p> <p>Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be assessed with the use of the chosen commercially available standardized assessment (AIMS Web or STAR).</p> <p>Strive HI growth score after 2 consecutive years of enrollment.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The school keeps track of baseline and quarterly reports from the tool.</p> <p>This data will be quantified using enrollment records for students that have been enrolled for 2 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Incremental growth will be determined after baseline data has been collected, with at least 10% gains each year.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to show that students are growing academically, as we strive to ensure for achievement for all students.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>Both STAR and AIMSweb are commercially available standardized tests that have validity and reliability.</p> <p>This is based on the Strive HI formula that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline data will be collected at the beginning of each school year or when a student newly enrolls during the school year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #3	<p><i>What is the proposed school's school-specific performance goal #3?</i></p>
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	The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the School.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will use a survey with a likert scale for measurement of this goal, such as the Hawai'i D.O.E. School Quality Survey and/or a school committee developed surveys based on similar survey.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> Percentage of responses per response type of likert scale.
Targets	<i>What targets will the proposed school achieve?</i> 90% satisfaction by parents, teachers, and students.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is to provide whole child learning through collaborative creative problem solving. Higher school satisfaction would indicate success in academic, social, and emotional involvement.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> Reliability will be based on using research-based surveys existing (like Hawai'i DOE SQS).
Baseline Data	<i>What is the proposed school's beginning data point?</i> Mid year of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i> http://arch.k12.hi.us/PDFs/sqs/SQS2014Surveys.pdf

School-Specific Performance Goal #4	<i>What is the proposed school's school-specific performance goal #4??</i> The School will work to decrease chronic absenteeism and increase school readiness.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>

	This goal will be measured by attendance records and the average daily attendance rate.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> By calculating the number of students with 15+ absences in a school year.
Targets	<i>What targets will the proposed school achieve?</i> Since chronic absenteeism rates fall into one of five quintiles — very low absenteeism, low absenteeism, average absenteeism, high absenteeism, very absenteeism — each of which has been assigned its own respective point value, target will be set after baseline data is taken at the end of year 1, not to exceed the score for average absenteeism.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is for whole child learning and high student achievement. Students need to be in school to fully participate in our collaborative arts integrated approach.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> This is based on the Strive HI formula that should be reliable and consistent in its scoring.
Baseline Data	<i>What is the proposed school's beginning data point?</i> Monthly monitoring, with beginning data point at the end of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #5	<i>What is the proposed school's school-specific performance goal #5?</i> The goal of the School is to maintain 5% contingency funds each school year.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will have an annual audit at the end of each school year. The School will demonstrate performance toward this goal by reviewing the audit results.

	The School's Board will also review financial statements at their regularly scheduled Board Meetings to ensure that the school is maintaining/progressing towards a 5% contingency fund.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The School will calculate their 5% contingency by multiplying the per-pupil funding from the state by 95%. The remaining 5% of per pupil funding will be used as a contingency fund for the school.</p> <p>This School is not a conversion charter school.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>At the end of each school year the School will have a 5% contingency fund balance.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The goal of the School to maintain a 5% contingency fund at end of each school year helps secure the future of the School's operation and can serve the purpose as emergency funding.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Since Kamalani Academy will be as first year school the proposed beginning data point will be figured after the School's first funding allocation from the state.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #6	<p><i>What is the proposed school's school-specific performance goal #6?</i></p> <p>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, conflicts of interest, ethics, and financial responsibilities.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by Professional Development records.</p>

Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Board Members will keep a history/record of professional development training they received.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to the proposed school because it focuses on the Board/Governing Body of the school putting in time and effort to become more effective and efficient leaders of the school.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The beginning data point will be the Board Member's acquired hourly professional development after the first two years of the school's operation.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #7	<p><i>What is the proposed school's school-specific performance goal #7?</i></p> <p>The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured through personnel records.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Calculated in percentage of teachers retained annually.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>80% of teachers will be retained</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p>

	Developing proficiency in arts integration strategies and understanding, evolves with experience and coaching. Our collaborative approach of shared leadership requires relationships to mature over time.
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>The school will strive to foster a school environment that leads to a teacher retention rate of 80%. As the school retains a greater number of teacher the School expects student scoring consistency and reliability to increase.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>At the end of year 1.</p>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

TESTING CALENDAR

Y 2016-2017 Hawai'i State Assessments Administration:

Assessment	Content Area	Grade(s)	Testing Window	
			Open	Close
SBAC/ACT	Mathematics Reading	3-8	2/26/17	6/3/17
HSA	Science	4 and 8	2/26/17	6/3/17
End of Course Exam	Mathematics Reading Science	11	4/13/17	6/3/17
Bridge HSA	Mathematics Reading	3-8 and 10	2/26/17	6/3/17
HSA	Science	4 and 8	2/26/17	6/3/17
WiDA Screener		K-8	8/8/16	8/26/16
ACCESS (WiDA)			1/16/17	2/28/17
STAR*	Mathematics Reading	K-8	Initial Testing: 8/1/16 Ongoing Testing: - Weekly for below grade level - Biweekly for at grade level - Monthly for above grade level	8/19/16 6/1/17
AIMSweb*	Mathematics Reading	K-8	Initial Testing: 8/1/16	8/19/16

Assessment	Content Area	Grade(s)	Testing Window	
			Quarterly Testing: 11/1/16 3/1/17 (below grade level students will be tested monthly)	11/18/16 3/17/17

* 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.

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

As teachers determine their pacing guides, they will determine their schedules for classroom based formative and summative assessments per grade level.

English/Language Arts (ELA) and Mathematics standards will align with Common Core State Standards (CCSS). Reading is defined in a separate section from other ELA content (Writing, Language, Speaking/Listening) in the K-6 descriptions, and is meant to be inclusive with CCSS ELA. All other content areas will align with Hawai'i Content & Performance Standards (HCPSIII) as described below. These descriptions assume the reader understands the strands and standards of HCPSIII, so it's not stated always explicitly stated below, but always referred.

Note for Fine Arts: All four art forms will be aligned to HCPSIII and will be detailed in instructional strategies.

Kindergarten

Reading (K): Students begin the reading process, developing phonological and phonemic awareness in a text rich learning environment. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies to construct meaning, as they learn about Key Ideas and Details, and the Craft and Structure of fiction and non-fiction texts. They listen to comprehend text and build vocabulary, and with prompting, they compare/contrast characters and learn how illustrations relate in the stories. With prompting, students use illustrations and details in a story to describe characters, settings, and events.

English/Language Arts (K): Students begin the writing process by drawing and/or dictating basic text, which they share with others. Students learn about a variety of text types and purposes as they explore a variety of tools to “document” their ideas, such as drawing, dictating, and writing. Word relationships are explored through developing conventions of Standard English and vocabulary acquisition. They develop comprehension skills by participating in collaborative group discussions, by taking turns to develop listening and speaking skills.

Mathematics (K): In Kindergarten, instructional time focuses on two critical areas: 1-representing and comparing whole numbers, initially with a set of objects; 2-describing shapes and space. The purpose of this course is for pupils to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. They create and model addition and subtraction using concrete objects. Pupils compare, order, and describe objects by size, value, or attributes as they are introduced to algebraic reasoning. Geometry at this level includes recognizing and identifying two-dimensional figures in their environment regardless of their orientation. An understanding of data develops through collecting, organizing, and recording information using objects and pictures.

Science (K): The purpose of this course is for pupils to learn various scientific concepts. For the Scientific Process, pupils will learn that: science is an active process of systematically examining the natural world, by focusing on using their five senses to make observations and ask questions about the world, examining living and non-living things. In the Life & Environmental Sciences, students compare plants and animals, as well as living and non-living things, by identifying their similarities and differences. They also learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. In the Physical, Earth, and Space Science, pupils will learn to classify attributes of matter, by physical properties of shape, size, weight, etc. Students will experiment with basic concepts of gravity, report on weather changes and connect changes to seasons. They will also describe the celestial bodies observed in day and night.

Social Studies (K): The purpose of this course is for pupils to develop historical understandings by learning about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping pupils become aware

of the purpose of rules and laws and looking at people's basic needs and how to fulfill them. Students also learn to describe their location at school and at home, and are introduced to features of maps and globes.

Music (K): Students learn music concepts and express themselves by singing a simple melody with accurate pitch, playing classroom instruments using proper technique and improvising short melodic and rhythmic patterns. Students learn music concepts and express themselves by singing a simple melody, playing classroom instruments using proper technique, and improvising short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry from different cultures.

Visual Arts (K): The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork of own choice of subject matter. They will discuss possible meanings of art. Students also learn that some art works are meant to be appreciated and some are meant to be useful.

Drama & Theater (K): Students will perform imitative movements, demonstrate how cultures have used dramatic play to express human experiences, and explain how theatrical performances often cause emotional reactions.

Dance (K): Students will learn to use body, energy, space, and time to move in different ways, create movements that represent ideas, persons, and places, use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs, and perform a folk/traditional dance from another culture.

Career and Technical Education (K): Students will explain how learning in the classroom relates to life outside of the classroom, specifically home. Students will identify different workers and jobs in their community.

First Grade

Reading (1): The purpose of this course is for pupils to develop the foundational skills of reading, as they develop phonological and phonemic awareness in a text rich learning environment. Students demonstrate the ability to decode words. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies to construct meaning, as they engage in key details and structures of fiction and informational texts. They listen to comprehend text and build vocabulary, while they compare/contrast characters and learn how illustrations relate in the stories. Without prompting, students use illustrations and details in a story to describe characters, settings, and events. They begin to read with fluency and to comprehend text.

English/Language Arts (1): The purpose of this course is for pupils to compose a variety of writing pieces, (narrative, opinion, informative), staying on topic, using a sense of beginning, details, and closure. Students use simple sentences and begin to edit their writing, using grade appropriate conventions of Standard English. Pupils participate in collaborative conversations in large and small group discussions, following agreed-upon rules for discussion, to develop listening and speaking skills.

Mathematics (1): In Grade 1, instructional time is focused on four critical areas: 1- developing understanding of addition, subtraction, and strategies of addition and subtraction within 20; 2- developing understanding of whole number relationships and place value, including grouping in tens and ones; 3-developing understanding of linear measurement and measuring lengths as iterating length units; and 4- reasoning about attributes of, and composing and decomposing geometric shapes. Pupils learn basic addition facts through sums to twenty and the corresponding subtraction facts. They use skip counting, begin to identify place value, and develop an

understanding of equal parts of a whole. The foundation for algebraic reasoning is built through solving word problems, as they work on sorting and patterning involving situations of adding to, taking from, putting together, taking apart, and comparing. Measurement concepts using non-standard units are introduced and compared; they determine time to the nearest hour, and determine the value of a given set of coins. Students identify, name, sort, and sketch two- and three-dimensional objects. Data analysis includes tallies, tables, pictographs, and bar graphs.

Science (1): In the Scientific Process, pupils will learn that: science is an active process of systematically examining the natural world such as changes in nature; many people contribute to science, and using simple data collecting tools and organizers. In Life and Environmental Process, students learn that life forms have identifiable characteristics and physical structures, as well as live in different places and have different requirements to survive. For the Physical, Earth, and Space Sciences, pupils will learn that: matter has observable properties, specifically solids, liquids, and gases; position and motion of objects can be changed and described; and they describe that the sun warms the land, air, and water.

Social Studies (1): The purpose of this course is for pupils to continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Pupils learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students compare their lives with those of children in different historical periods and begin to use primary sources. Pupils build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Pupils also begin to locate places on maps and learn how maps serve as representations of physical and human features.

Music (1): Music involves 4 beat rhythmic patterns, using quarter notes and eighth notes. Students will sing simple songs by memory. They will recognize classroom instruments and families of instruments by sound quality. They will improvise short melodic and rhythmic patterns. Students will compare different music used in celebrations from various cultures.

Visual Arts (1): Visual arts include learning about and applying visual arts elements: line, shape, texture, color (secondary) and the principles: repetition and variety, using different media, techniques, and processes to create works of art of self-chosen subject matter and symbols to communicate meaning. Students will identify traits of 2-dimensional and 3-dimensional art and explore different themes of art in different cultures.

Drama & Theater (1): Students will recognize drama vocabulary. They will dramatize familiar stories. They will evaluate how personal feelings are expressed through drama, as well as give feedback of performances. They will explore how cultures have used dramatic play to express human experience.

Dance (1): Students will continue to learn to use body, energy, space, and time to move in different ways, create movements that represent ideas, persons, and places. They will apply the element of space and energy in creating movement sequences that include a beginning, middle, and end. Students will describe the role of dance in different cultures.

Career & Technical Education (1): Students will explain how personal interests and abilities relate to career choices.

Second Grade

Reading (2): Reading in grade 2 focuses on decoding unfamiliar words using structural analysis. While engaging in variety of grade-appropriate text, pupils expand their use of reading strategies, like using text features and context clues. They read fluently and comprehend text. Students recount fables and folktales, focusing on how characters respond to major events. They ask

and answer who, what, where, when, why, and how using informational text. Identifying main topic is a focus for both genres using a multi-paragraph text.

English/Language Arts (2): The purpose of this course is for pupils to continue to develop writing skills of different genres (opinion, narrative, and expository) as they learn to revise and edit. Pupils begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills, building on each-others' ideas during a discussion.

Mathematics (2): Math in Grade 2 develops expanding students' understanding of number sense and place value through the hundreds. Instructional time focuses on four critical areas: 1- extending understanding of base-ten notation; 2-building fluency with adding and subtracting; 3- using standard units of measure; and 4-describing and analyzing shapes. They use two-digit addition and subtraction and identify halves and fourths of a whole. Place value extends to three digits, adding the hundreds. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns to solve problems. Pupils represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Students compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tables, pictographs, and bar graphs. Pupils make predictions using informal concepts of probability.

Science (2): The purpose of this course is to build upon previously learned scientific concepts. Students engage in conducting a simple investigation using the scientific process; and many people contribute to science. They learn about plant and animal interdependence as they progress through life cycles in different habitats. Pupils learn to physically change properties of matter and identify properties of magnets. They study Earth's limited resources, as they classify materials by properties, and can be extended through conservation.

Social Studies (2): Students begin building a global perspective, looking at communities in their immediate area, and around the country and world. Students create timelines of events as they study families using appropriate primary sources. They study how different cultures express their values and beliefs through music and art; describe features of maps and globes, and discuss how people use natural resources, leading to their choices in protecting the local environment. They learn about different governmental agencies' roles in stewardship and providing for goods and services; different ways people gain authority, and demonstrate their own roles and responsibilities. Pupils are introduced to the economic concepts of limited resources and the relationship between buyers and sellers.

Music (2): Students use melodic notation of simple four-beat patterns using three different pitches on a staff, as notation is extended to include whole notes, half notes, eighth notes, and quarter rests. Students will sing/perform repeated melodic patterns, and describe instruments from various cultures.

Visual Arts (2) : Visual arts will apply the elements of space and the principles of repetition and variety. Students will apply and discuss the use of color to express mood. They will use different media, techniques, and processes to create art. They explain how art is used in different cultural celebrations and customs. Students will respond to art in a variety of ways.

Drama (2): Students will use physical movements, rhythms, and voice, to express simple feelings, character, and plot, and integrate the use of simple props. They will discuss the moral or theme of a play and how different theatrical aspects are used in different cultures.

Dance (2): Students will apply the element of space and pathways to create simple movement sequences with a partner, demonstrating the element of time (tempo, beat, duration,

rhythm). They will create movement sequences to express mood. Students will compare dances from different cultures.

Career & Technical Education (2): Students will explain that people can design and make objects and systems to solve a problem or to improve the quality of life through examining inventions and its uses over time. They will use appropriate strategies for setting goals.

Kindergarten, First, and Second Grade Computer Technology, Physical Education, & Health

Computer Technology (K-2): The purpose of this course is to orient students into the use of computers and technology. They identify patterns and predict possibilities with classroom data using digital tools. They communicate information and ideas to peers and parents using digital text and illustrations. They recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations.

Physical Education (K-2): The four big standards of Physical Education include Movement Forms, Cognitive Concepts of Movement (as they apply to learning and participating in physical activities), Active Lifestyle, and Physical Fitness. The purpose of this course is for students to learn about physical education and demonstrate appropriate form. They identify the physiological signs of moderate physical activity. They demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination, including movements to a steady beat with or without a prop. They engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner. Students engage in a variety of physical fitness lessons and participate individually, in pairs, and in a large group.

Health (K-2): The purpose of this course is for students to learn about health and well-being. They identify health behaviors that impact personal health. They identify helpful and harmful substances. They recognize ways to prevent common injuries and hazardous situations. They identify common elements of the environment that affect personal health including germs causing disease. They identify sources that influence health behaviors and identify trusted individuals who help promote health. They learn how to express needs, wants, and feelings. They learn how to respond in an unwanted, threatening, or dangerous situation. They develop personal health goals to practice daily health habits, identifying short and long term goals.

Third Grade

Reading (3): Reading in the third grade continues to challenge students to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. They expand their vocabulary and knowledge of words through context, word study, and various resources. Students read multiple texts to compare and contrast important points or details, themes, settings, and plot. They read and comprehend grade-appropriate text with fluency, supporting their responses with textual evidence, and expanding their use of reading strategies and skills.

English/Language Arts (3): Students generate their own ideas to compose multiple paragraph writing pieces in different genres and for different purposes using the writing process. They revise and edit their written work with guidance and support from peers and teachers. They continue to develop writing skills and may publish their work. Students formulate a topic, conduct research, and record information. They participate in and sometimes lead collaborative discussions with diverse partners/groups, bringing prepared materials as they discuss grade appropriate topics.

Mathematics (3): Instruction is focused on four critical areas: 1- developing understanding of multiplication and division and strategies for both within 100; 2- developing understanding of fractions, esp. unit fractions (fractions with numerator 1); 3- developing understanding of the

structure of rectangular arrays and of area; and 4-describing and analyzing two-dimensional shapes. Students demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. They model, generate, and solve two-step word problems using four operations. Variables and open sentences are used to express algebraic relationships. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. In geometry, students describe, sketch, and compare plane figures and lines and demonstrate transformational motions. Data is collected and represented graphically through number lines and frequency tables. Informal concepts of probability are expanded.

Science (3): Students pose a question and develop a hypothesis based on observations then collect and analyze data to answer a question. Students learn about plants needing animals to survive, living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; living things can be classified according to physical characteristics, behaviors and habitats. Students study about energy transformation of the sun, the physics of sound, and how light bends, simple machines, the formation and composition of Earth materials. They study about the water cycle affecting weather. They learn why the sun, moon, and constellations appear to move.

Social Studies (3): Students study people who have leadership qualities and who contribute to making change in their community and the world using historical narratives, cultural artifacts, and primary sources. Pupils learn about the diversity of the world's peoples and cultures and how diversity is reflected depending on perspective of the teller or listener. They discuss the difference between rules and laws, and ways people use power without authority. Pupils discuss the concept of limited resources, costs, and using money for trade. Additionally, pupils study the relationships between people and geography; and how geography is applied to real life situations.

Music (3): In music, students sing rounds and partner songs. Students will use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, as well as read the C major scale in performing simple rhythmic or melodic patterns (ostinato). They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry. They will use criteria to evaluate performances and compositions. They will identify several styles of music from various cultures.

Visual Arts (3): Students focus on the visual arts elements and principles of value, line, rhythm, movement, proportion and balance as they create and discuss art. They use different media, techniques, and processes to produce works of art. They create artwork that demonstrates choice of subject and discuss qualities of art pieces (own and others') using art vocabulary. They will identify works of art as belonging to particular cultures, times, or places.

Drama & Theater (3): Students dramatize stories, while demonstrating appropriate audience etiquette and use elements of theater to critique performances. They compare cultural performances based on similar themes.

Dance (3): Students apply all 4 dance elements (B.E.S.T.) to create movement sequences by self and in small groups and can explain personal interpretation. Students perform different styles of dance of different cultures.

Career & Technical Education(3): Students analyze how doing well in school affects future career opportunities, identify ways that hobbies, personal interests, and strengths may lead to a career interest and apply good work and study habits for the classroom.

Fourth Grade

Reading (4): Students determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. They expand their vocabulary and knowledge of words through context, word study, and various resources. They learn to read and comprehend fictional and informational text in 4-5 text complexity band with fluency and accuracy, analyzing characters, theme, details, and perspectives in depth, and cite text to support responses, as they expand their use of reading strategies and skills.

English/Language Arts(4): Students apply the writing process to compose essays and compositions with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure by self and with peers; sometimes publishing pieces. They formulate questions, research a topic, and write multi-paragraph papers, linking ideas, supporting with details and using precise language, to inform or persuade. They engage in collaborative group discussions, paraphrase ideas, and pose and respond to questions. They present their learning using audio and visual displays.

Mathematics (4): Math instruction focuses on three critical areas: 1-developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; 2-fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers; 3-analyze and classify geometric figures based on their properties, such as parallel and perpendicular sides, particular angles, and symmetry. Students use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Data analysis includes collecting and representing information through frequency tables and line plots. They model measures of central tendency for mode and median. Probability experiments use concrete materials-results are represented using fractions to make predictions.

Science (4): Students describe and use testable hypothesis and experimental procedure, differentiating between observation and inference. Students describe how the use of technology has influenced the economy, demography, and environment of Hawai'i. They learn about simple food chains and webs-how organisms adapt to their environment, applying understanding of Hawaii's unique ecosystems' relationships with native species. Students compare fossils with living things; and the differences between plant and animal cells. They learn that: objects and materials have properties; forces can change the position and motion of an object; and how electrical energy flows in a circuit. Students study the relationship between the Sun and Earth; how features on Earth's surface constantly change by a combination of slow and rapid processes, by learning about plate tectonics and hot spots as it applies to the Hawaiian Island chain.

Social Studies (4): Hawaiian culture and pre-contact history (pre Capt. Cook arrival) is the focus. Students learn about all aspects of culture in general, and apply to learning about the Hawaiian culture. They learn about the origin and culture and life of early Hawaiians, incl. significant people (and those from legends like Pele, Wakea, and Maui), and the governance (kapu system, ahupua'a land system), its interdependence, and how it has changed yet continues over time, as they use primary and secondary sources to discern between historical fact and opinion. Students explain and relate to self, the different roles and rights of the different classes of people (Alii, Kahuna, Konohiki, Maka'ainana, Kauwa during Hawai'i monarchy). They connect the theories of early migration to myths and legends. They study about the cultural contributions of different ethnic groups in the development of Hawaii, as they examine patterns of change over time.

They learn about the geographic features of the Hawaiian archipelago and its relative location to other land masses, and construct geographic representations.

Music (4): Students will read simple staff notation, including 16th notes and rests. They will sing or play an independent part of a song with 2 or more parts. Students identify musical forms, like rondo, and themes. They will play rhythmic, melodic, and chordal patterns; improvise melodic and rhythmic patterns within the context of a musical phrase, using traditional Hawaiian instruments, like ili ili, ipu, and kala'au. They compare and contrast styles from 2 or more cultures, as they develop criteria based on music elements to analyze musical performances.

Visual Arts (4): Students create artwork that demonstrates choice of subject matter and a variety of media as they apply the elements and principles of emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood. They will combine visual and performing arts and use properties, personal response, and research to make informed judgments about how art reflects life and culture.

Drama (4): Students use drama to interpret a character's external motivations, using voice to express emotion. They construct criteria to evaluate theater works from different cultures.

Dance-Gr. 4: Students choreograph a simple dance with a partner or small group, applying all dance elements, and justify interpretations and personal opinions about others' works of dance. Students explain the beliefs and ideas of hula, as it reflects Hawaiian culture.

Career & Education (4): Students analyze how doing well in school affects future career opportunities, identify ways that hobbies, personal interests, and strengths may lead to a career interest and apply good work and study habits for the classroom.

Fifth Grade

Reading (5): Students determine the meaning of unfamiliar words in text using structural analysis. They expand their vocabulary and knowledge of words (grade specific and academic vocabulary) through context, word study, and multi-media resources. They read and comprehend grade-appropriate complex text of different genres with fluency and accuracy, expanding their use of reading strategies and skills across content areas.

English/Language Arts (5): Students use the writing process to compose a variety of multi-paragraph texts, with logically ordered reasons supported by facts, demonstrating an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade, using domain specific and precise vocabulary. Students use technology to produce and/or collaborate to write, and to publish their work. They participate in and sometimes lead group discussions involving stating key ideas and conclusions, expanding active listening skills and demonstrate public speaking techniques.

Mathematics (5): The purpose of this course is for pupils to develop proficiency and fluency in adding, subtracting, multiplying, and dividing using whole number, fractions, and decimals to solve problems. Algebraic reasoning develops as pupils identify, describe, and represent patterns and relationships in the number system and complete number sentences using words and symbols. Measurement involves estimating and measuring within customary and metric systems, solving for perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Geometric concepts are extended as students develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane, and recognize volume as an attribute of 3-dimensional space. They surveys to collect, display, and analyze data to make predictions and draw conclusions

Science (5): Students identify the variables in scientific investigations and recognize the importance of controlling variables in scientific experiments, with conclusions based on evidence. They study cycles of matter in terms of producers, consumers, and decomposition and interdependence in an ecosystem. They study the structures of the human body and how they work together. Students study different types of energy and how they transfer from one form to another. Students learn about the relationship of Earth to components of the solar system and describe how astronomers use telescopes.

Social Studies(5): Students study the development of the nation through Westward Expansion, beginning with the native inhabitants of the Americas, through the building and expansion of our nation. They examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people and study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

Music (5): Perform an accompaniment for a piece of music, applying understanding of notations of dotted rhythms, while students sing. Students compare the use of musical elements in aural examples of American music and in music from other cultures.

Visual Arts (5): Students create and discuss the principles of art and design, including unity and harmony, and analyze, using evidence, the element of space (perspective, overlapping, foreground, background) in works of representational and non-representational art. They discuss how art communicates ideas from other disciplines and historical periods, comparing works of art from various regions of the United States.

Drama (5): Students create a class dramatization of a historical event or social issue, playing different roles in theater, like actors, director, scriptwriter, etc. They analyze, using evidence, characters and the role of dramatic productions which are part of American history.

Dance (5): Modify a simple dance, using different forms (AB and ABA form, canon). They describe how elements in dance relate to elements in different art form, and use criteria to analyze the quality of dance performances from different periods of American History.

Career and Technical Education (5): Students examine how different innovations have developed/evolved in various cultures to improve life/solve problems; use successful workplace and ethical behaviors (punctual, self-directed, etc); keep documentation of own learning.

Third, Fourth, Fifth Grade Physical Education, Health, and Computer Technology Physical Education (Grade 3-5) :The purpose of this course is for pupils to continue learning about physical education. They will utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities. They will apply basic elements to improve personal performance and know how to monitor the physiological changes occurring during moderate physical activity. They will combine manipulative skills in simple combinations and sequence combinations of more complex weight transfer and balance movements. They will sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness and identify proper warm-up, conditioning, and cool-down techniques and the reason for using them. They will learn about class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.

Health (3-5): The purpose of this course is for pupils to continue learning about health and well-being. Pupils will describe the relationship between health behaviors and personal behaviors. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to

prevent common childhood injuries and differentiate between contagious and non-contagious illness/diseases. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will predict how decisions about substance use and abuse have consequences for self and others. They will set a personal health goal and track progress toward its achievement. They will demonstrate behaviors that avoid or reduce health risks.

Computer Technology (3-5): The purpose of this course is to further develop students' ability of computer and technology usage. They create an original, digital work as a form of personal or group expression with minimal teacher support. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

Sixth Grade

Reading (6): Students expand reading comprehension skills using structural analysis. Developing their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts (6): Students use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead collaborative group discussions. They expand active listening skills and demonstrate public speaking techniques.

Mathematics (6): Students continue their development of number theory to include fractions, decimals, percents, prime and composite numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. Measurement concepts expand to include the use of formulas and ratios to measure circumference, compare unit costs, and determine equivalent periods of time. In geometry, pupils determine complementary, supplementary, and missing angles. They identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event.

Science (6): The purpose of this course is to build upon previously learned scientific concepts. Students formulate a testable hypothesis that can be answered through a controlled experiment, using appropriate tools and techniques to collect and analyze data. They explain the reciprocal relationship of the impact of technology with society and science. They study how matter and energy of living systems and their ecosystems interact. The student describes a variety of energy transformation, specifically heat (conduction, radiation, convection) and how it changes forms and can be conserved, and describe components of energy waves. Students describe the organization of the periodic table, and compare physical and chemical substances.

Social Studies-World History (6): The purpose of this course is for students to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. Students apply their understanding to changes in different cultural societies

and how they relate to one another, as they evolve over time. They learn about patterns of cultural encounters and exchanges and assess their impact on societies.

Seventh Grade

Reading (7): The purpose of this course is for students to continue expanding reading comprehension skills using structural analysis. Students read multiple text types to determine theme or central ideas, citing textual evidence. They analyze 2 or more authors' points of view to assess for sound evidence of a topic. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend texts of grades 6–8 text complexity band proficiently and of different genres with fluency and accuracy and expand their use of reading strategies and skills across content areas.

English/Language Arts (7): Students use the writing process to write arguments to support claims with clear reasons, write to inform or explain, and write narratives-composed with a variety of multi-paragraph texts and an awareness of audience and purpose. They revise drafts and then edit for mechanics and conventions of Standard English. Students research topics, gather evidence/relevant facts from multiple sources, incl. digital and print sources. They draft and publish their work using technology. They engage in a range of collaborative conversations, following rules of collegial discussions. Students present their work using multimedia and visual displays, modifying speech to different contexts and audiences.

Mathematics (7): Students continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Measurement skills include conversions between the customary and metric measurement systems with respect to area and capacity. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. They refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations.

Science (7): Students learn that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations and explain the importance of replicable trials. They explain the need to revise conclusions and explanations based on new scientific evidence. Students explain the interaction and dependence of organisms on one another and how energy moves through food webs, including the roles of photosynthesis and cellular respiration. They study sustaining ecosystems and biotic/abiotic factors affecting them. Classifying organisms, understanding the levels of organization, and understanding structure and functions of various cells are learned. Students understand sexual and asexual reproduction, explaining how traits can be determined by one or more genes and how genetics passed down can result in difference of descendents-also how various gene pools contribute to survival.

Social Studies-History of the Hawaiian Kingdom (7): Students compare ideas (e.g., kapu system), technology (e.g., firearms, ships), and people (foreign advisors) that led to major changes during the unification and monarchy period and justifies their importance within that time period and explains the sequence of events leading to the unification of the Hawaiian Islands, as well as significant changes that resulted (including establishment of monarchy, peaceful rule of Kamehameha, Mamala Hoe Kanawai, organization of government, and rebuilding of resources), as well as later-the Great Mahele of 1848. Students explain reasons foreigners (including explorers, whalers, traders, and missionaries) came to Hawaii and the political (including change in government and roles/power of leaders), social (including the decline of Hawaiian population, Christianity, the establishment of churches/schools, and end of kapu system) and economic

(including the rise of mercantilism) impact on Hawaii. Explains the rise and importance of the sugar industry and the economic, social, and political effect it had on Hawaii, along with the corresponding experiences of immigrant groups in Hawaii and the impact they had in influencing change in Hawaii's culture and society. Students study the actions of individuals and groups (incl. King David Kalakaua, Robert Wilcox, Queen Liliuokalani, Sanford B. Dole, Lorrin A. Thurston, and Minister Stevens) and groups (including Annexationist Committee of Public Safety, Aloha Aina, and American businessmen) in the Overthrow.

Social Studies-Pacific Islands (7): Students learn about the beliefs and ideas of Europeans (including explorers, traders, whalers, and missionaries) that led to exploration and colonization and the political (colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact of such exploration on Polynesia, Micronesia, and Melanesia. They analyze the conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences and describes the history of governance of the islands through different periods and identifies changes to the islands that resulted from changes in government. They examine the roles and responsibilities of contemporary governments in the islands and analyze similarities and differences. They describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two, then look at different current issues and propose solutions to them based on research. Students compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands or between the islands and the United States. Students use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings and look for demographic patterns and its impact on people, as well as the relationship between economic activities, their location, and the physical and human characteristics of a given place in Polynesia, Micronesia, and Melanesia.

Eighth Grade

Reading (8): Students continue expanding reading comprehension skills using structural analysis. Students read multiple text types to determine theme or central ideas, citing textual evidence. They analyze 2 or more authors' points of view to assess for sound evidence of a topic. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend texts of grades 6–8 text complexity band proficiently and of different genres with fluency and accuracy and expand their use of reading strategies and skills across content areas.

English/Language Arts (8): Students use the writing process to write arguments to support claims with clear reasons, write to inform or explain, and write narratives-composed with a variety of multi-paragraph texts and an awareness of audience and purpose. They revise drafts and then edit for mechanics and conventions of Standard English. Students research topics, gather evidence/relevant facts from multiple sources, incl. digital and print sources. They draft and publish their work using technology. They engage in a range of collaborative conversations, following rules of collegial discussions. Students present their work using multimedia and visual displays, modifying speech to different contexts and audiences.

Mathematics (8): Students work with various representations of and calculating with real numbers including scientific notation with proficiency. Algebra skills extend in identifying missing terms in a sequence or representation. Students solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter,

area, and volume. They apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. They refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Students begin to evaluate statistical arguments based on accuracy and validity. They synthesize, generalize, and apply knowledge and strategies to new situations.

Science (8): Students communicate the significant components of the experimental design and results of a scientific investigation as they determine the links between evidence and conclusions and use scale and mathematical models to support and explain scientific data. They look at the relationships among society, science, and technology and how one impacts the other. They study how changes in the physical environment affect organisms. Students continue to study waves: seismic waves and the Earth's interior, light waves within the electromagnetic spectrum, and comparing the properties of mechanical and electromagnetic waves. They learn about mass and gravitational force; study the 3 main types of rocks (igneous, sedimentary, metamorphic) by characteristics and formation; and learn about the Earth's tilt, its relationship to the sun, regarding climate and weather, relationship to the moon and gravitational pull, and the composition of objects in the galaxy. Students explain continental drift and plate tectonics, the forces that shape the Earth, and the physical characteristics of the oceans.

Social Studies (8): Students study to Understand important historical events in the Post-Revolutionary war through Reconstruction era (including second great awakening and westward expansion), why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability, by using primary and secondary sources, understanding the potential and limitations of each. They study the Constitution, The Bill of Rights, and early American society, including the early government, and significant issues like the removal of Indians and the abolitionists. Students study early American industries and the development of technology. They explore events of the Westward Expansion and Antebellum America, later leading to the Civil War and Reconstruction. Students study global cooperation, conflict, and interdependence of the 1800s, looking at the relationship and influence of America and other countries. They study domestic economy of the time as well as how a market functions. They describe the 3 branches of government, explain the responsibilities of citizenship in a democracy.

Sixth, Seventh, and Eighth Grade Electives

Physical Education (6-8): Students continue learning about physical education and refining age appropriate form and skills in the context of modified activities, such as sports, dance, and exercise. They will refine previously learned manipulative skills and evaluate movement forms for skill improvement. They will apply rules and etiquette for safe participation. They will analyze potential consequences when confronted with a behavior choice. They will work cooperatively within a group in cooperative or competitive situations. Students explain the relationship between a healthy lifestyle and regular participation in physical activities and participate regularly in moderate to vigorous physical activities to meet personal goals. They will understand and apply principles of training/ conditioning to regular fitness activities.

Health (6-8): The purpose of this course is for students to learn about health and well-being. They will analyze the relationship between health behaviors and personal health. They will explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. They will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. Students will identify laws and regulations made to protect community health. They will

explain how the perceptions of norms influence healthy and risky behaviors. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. They will explain how local school and public health policies can influence health promotion and disease prevention. They will defend healthy alternatives over unhealthy alternatives when making a decision. They will apply a decision-making process to a significant health issue or problem. They will apply time management strategies and skills needed to attain a personal long-term health goal.

Music–Vocal (6-8): The purpose of this course is for students to refine their vocal music abilities. They will sing with technical accuracy and good breath control throughout their singing ranges. They will sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control. They will sing choral literature written in two and three parts with and without accompaniment. They will sing music representing diverse genres and styles. They will improvise simple melodies and harmonies and compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Music– Instrumental (6-8): The purpose of this course is for pupils to refine their instrumental music abilities. They will play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. They will play in large ensembles demonstrating appropriate ensemble technique while following a conductor. They will perform multiple-part ensemble literature. They will play a varied repertoire of instrumental literature representing diverse genres and styles. Improvise simple melodies and harmonies. They will compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Visual Arts (6-8): The purpose of this course is for pupils to refine their visual arts abilities. They will compare and contrast the use of media, techniques, and processes in works of art. They will analyze one's own selection and use of media, techniques, and processes to elicit intended responses. They will discuss why visual characteristics, purposes, and/or functions may be effective in works of art. They will plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning. They will describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places. They will analyze and generate new meaning of their artwork and the work of others. They will explain how the basic principles of art are similar to principles of other disciplines.

Drama (6-8): Students develop dialogue for a scene or one-act play to construct understanding of or demonstrate understanding of content areas. Larger plays are developed to communicate student-selected topics integrating different content areas, with students working in different roles of theater. Students explain the effects of sets and technical elements as they use theater/drama vocabulary to analyze performances of different theater styles and cultures, and their overall impact on the audience.

Dance (6-8): Students will use kinesthetic awareness, concentration, and focus in performing movement skills as they apply the use of choreographic principles with partners or in groups. They will use all dance elements and choreographic structures to develop movement studies. Evaluate a dance for dance elements, choreographic principles, processes, and structures

using personal knowledge and experiences. They will express daily life through dance. Students will compare cultural dances and different time periods, and analyze the historical evolution of dance of a particular people over time.

Computer and Technology (6-8): The purpose of this course is to refine the student's ability of computer and technology usage. They will apply existing knowledge to independently generate new ideas, products, or processes with digital tools. They will use digital models and simulations to answer questions or to solve problems. They will use technology to track trends and predict possibilities using evidence, experiments, and collaboration to justify their predictions. They will communicate with digital text, images, sound, and video. They will create digital products in formats appropriately targeted to specific audiences or purposes. They will use digital tools to plan and organize research-based inquiry. They will use digital tools to plan a timeline, track progress, and cite sources for a research project. They will evaluate and compare facts and opinions in digital content sources and describe points of view. They will use multiple digital tools to collect and process data to test theories and hypothesis. They will model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing sources. They will explain the value of existing and emerging technologies.

Career and Decision-Making Skills (7-8): The purpose of this course is to enable students to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. They will learn about their interests, values, skills, learning styles and personal and social development.

Attachment G

Kamalani Academy Administrative and Curriculum Time Table

June 2015	Identify Principal for Kamalani Academy.
June 2015 through January 2016	Principal to identify Kamalani Academy Administrative Team.
January through April 2016	Decide on Basal Text and other support materials to be used at Kamalani Academy that will best align with the Standards listed Proposed Instructional Framework (III.B.1), arts-integration, and instructional strategies (III.B.7). The will also use Doral Academy, Inc. as a point of reference.
February through July 2016	Hiring of Teachers for Kamalani Academy.
Prior to the Start of School	Professional Development days will be done in accordance with Collective Bargaining Limits. If the Administrative Team feels that more time is needed for Professional Development, the School will file a waiver with the Union. The Professional Development for Kamalani Academy Teachers will focus on the chosen Basal Text, development of course pacing, and arts integration. Teachers will take a needs based assessment and professional development will be prioritized.

Start Date: August 1, 2016

End Date: June 2, 2017

July 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	No Students 26 Admin Initiated Activities	No Students 27 Admin Initiated Activities	No Students 26 Teacher Initiated Activities	No Students 29 Teacher Initiated Activities		
August 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	1	2	3	4	5	
	8	9	10	11	12	
	15 SH	16	17	18	19	
	22	23	24	25	26	
	29	30	31			22
Sept. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	No Students	

				SH	2 Teacher School Planning & Collaboration	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	42
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	3 FB	4 FB	5 FB	6 FB	7 FB	
Oct. 2016	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					58
Nov. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students

		1	2	3	4 SH	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24 H	25 H	
	28	29	30			77
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19 WB	20 WB	21 WB	22 WB	23 WB	
	25 WB	27 WB	28 WB	29 WB	30 WB	89
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
		3	4	5	6	

DO NOT EVALUATE

Dec.
2016

Jan.
2017

	2 WB	WB	WB	WB	WB	
	9	10	11	12	13	
	16	17	18	19 SH	20	
	23	24	25	26	27	
	30	31				105
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
			1	2	3	
	6	7	8	9	10	
	13	14	15	16 SH	17	
	20	21	22	23	24	
	27	28				124
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
March 2017			1	2	3	

DRAFT - NOT FOR EVALUATION

	6	7	8	9	10	
	13	14	15	16	17	
	20 SB	21 SB	22 SB	23 SB	24 SB	
	27	28	29	30	31	142
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	3	4	5	6	7	
April 2017	10	11	12	No Students 13 Teacher School Planning & Collaboration	14 SH	
	17	18	19	20	21	
	24	25	26	27	28	160
	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
May 2017	1	2	3	4	5	

DO NOT EVALUATE

	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25 SH	26	
	29	30	31			182
June 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	2	180/184*

* There will only be 180 days of instruction, however, there are currently four additional days built in to the calendar to accommodate professional development and teacher institute days. These dates will be determined at a later date.

DO NOT EVALUATE

Kindergarten Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Actor's Toolbox, Calendar, Sharing				
8:40-9:00	Phonemic Awareness Activities				
9:00-9:15	Story (Read Aloud)				
9:15-9:30	Arts Integration Journals				
9:30-9:45	Recess				
9:45-10:35	Math				
10:35-10:40	Clean Up and Wash Up				
10:40-11:20	Lunch				
11:20-11:25	Transition to Class				
11:25-12:00	Quiet Centers, Stories, or Sharing Time				
12:00-1:00	Reading groups Work Stations	Reading groups Work Stations	12:00-12:20 Closing, Clean Up, Dismissal	Reading groups Work Stations	Reading groups Work Stations
1:00-1:40	Centers Math, Art Integration & One-on-One Reading	Centers Math, Art Integration & One-on-One Reading		Centers Math, Art Integration & One-on-One Reading	Centers Math, Art Integration & One-on-One Reading
1:40-2:00	Closing, Clean Up, Dismissal	Closing, Clean Up, Dismissal		Closing, Clean Up, Dismissal	Closing, Clean Up, Dismissal

The kindergarten schedule is designed to prepare students to transition into first grade. Thus blocks of time to focus on specific content areas will be broken down into smaller chunks of learning which incorporate multiple modalities of learning.

1st Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

2nd Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

3rd Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

4th Grade Sample Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:10	Morning Broadcast Journal				
8:10 – 8:20	Morning Meeting Actor's T-Box / Jewels				
8:20 – 9:35 1 hour 15 min	Reading Workshop				
9:35 – 9:50 15 min	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab
9:50 – 10:10	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox
10:10 – 10:40	Math	Math	Math	Math	Math
10:40 – 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20 – 12:20	Math/Math Centers				
12:20 – 1:20 1 Hour	Writer's Workshop	Writer's Workshop	Early Release	Writer's Workshop	Writer's Workshop
1:20 – 2:00	Science / Social Studies	Science / Social Studies		Science / Social Studies	Science / Social Studies

5th Grade Sample Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:10	Morning Broadcast Journal				
8:10 – 8:20	Morning Meeting Actor’s T-Box / Jewels				
8:20 – 9:35 1 hour 15 min	Reading Workshop				
9:35 – 9:50 15 min	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab
9:50 – 10:10	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox
10:10 – 10:40	Math	Math	Math	Math	Math
10:40 – 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20 – 12:20	Math/Math Centers				
12:20 – 1:20 1 Hour	Writer’s Workshop	Writer’s Workshop	Early Release	Writer’s Workshop	Writer’s Workshop
1:20 – 2:00	Science / Social Studies	Science / Social Studies		Science / Social Studies	Science / Social Studies

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020	Salary Range
School Director	1	1	1	1	1	1	80,000- 110,000
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	12	12	12	12	12	12	44,000- 65,000
Classroom Teachers (Specials)	2	2	2	2	2	2	44,000- 65,000
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]	2	2	2	2	2	2	40,000- 60,000
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff	2	2	2	2	2	2	20,000- 30,000
Total FTEs	19	19	19	19	19	19	
Total Salaries	Approx - \$980,000						

Middle School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	2	4	6	6	6	6	44,000- 65,000
Classroom Teachers (Specials)		2	3	3	3	3	44,000- 65,000
Student Support Position 1							

[specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs	2	6	9	9	9	9	
Total Salaries	Approx - \$104,000	Approx - \$312,000	Approx - \$468,000	Approx - \$468,000	Approx - \$468,000	Approx - \$468,000	

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Dean(s)							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salary							

Attachment K: Stepping into “Keoni’s shoes”....

I love coming to school. We see Mr. A’s smiling face as Mom drops me off. “Good morning, Keoni. Cool shoes,” and Mr. A waves at mom as she pulls away from the curb. The grown ups and the kids at my school are nice. I always feel like they’re happy to see me, must be all the smiles. I check in with Mrs. T for my morning job. It’s my week to work the morning shift of the Ohana Team, one of our 5th grade clubs. I stand next to Mr. A and help greet families and kids as they come to school. My job is to look out for the younger kids and help them out of their cars with their backpacks.

Our morning bell signals everyone to meet in the center courtyard. At 8:00 am, teachers begin strumming their ukulele as we sing our morning mele, standing side by side with our classmates. I get to see my friends from the other classes as we share our morning in song altogether. Then I walk with my class to our classroom. It’s an open-spaced room with community tables on the sides, and a big rug area for our active learning work, next to the active board. My classmates and I do our morning kuleana, our classroom jobs to open up our day. Some are checking in homework assignments, turning on computers, straightening up learning centers, checking in lunch counts, and more. Others are beginning their morning writing, our daily personal narrative, like a journal. Mrs. L plays our music and we transition to the rug. Mrs. L invites us to ask questions about our day’s schedule, then we jump into our project. Our project inquiry question is displayed on our active board, usually science or social studies, then we work in reading and drama. For example, Mrs. L gives us our text card, our readings on the important events that led to the Westward Expansion. My small group reads the text and decides on the main idea of our passage. We create a tableau to show it and compose our narration to explain it. We ask each other clarifying questions. We later work in small groups, each with independent tasks. I like literature circles and working on my colonial perspective journal.

Morning recess lets me get my energy out in a different way. I’m into soccer right now. I’m so glad Mr. A went over all the rules with us so we can really play the game. Mr. A is out at recess and helps ref the games too! Some kids eat snacks and talk story or play other games.

Back to class and we are calculating the provisions to take out west, using an actual provisions list from that time. Some kids are on the computers, doing math challenges, then we switch. We meet together again so Mrs. L can introduce our math challenge of the day. It’s usually a math task that makes us have to try many different solutions to come up with the best one. We help each other with our calculations. When we get stuck, Mrs. L asks us more questions! She wants us to work at figuring things out. Sometimes, we learn straight from Mrs. L too, like when it’s a new method or topic in math.

5th graders eat lunch with 2nd graders. It’s our job to help out 2nd graders and show them manners and stuff. We model appropriate conversations. Then we help clean up. It’s an upper grade job. I feel important when I’m doing my 5th grade jobs cause the 2nd graders look up to me.

Afternoons are spent doing other projects too. Some days we have PE or health, visual arts, music or dance. Yesterday, we started learning to dance the Virginia Reel from Mrs. K, 3rd grade teacher, while Mrs. L teaches art. Today is our turn for art. My favorite is learning how to do 2-point perspective drawings. Tonight, my homework is to use perspective and draw the ideal landscape for settlers moving west. I have a feeling we will analyze some images tomorrow.

Clean up, organize, and time to go home. First we do our gratitude reflections. We each contribute our ideas to the question, “What was strong in my learning today.”

DO NOT EVALUATE

Attachment L: Stepping into a 5th grade teacher, Mrs. L's, shoes...

I love coming to school. I pull in at around 6:45 am, while the morning is fresh and our school is quiet. My social studies text cards are ready, our informational reading for today. I review the text-card tableaux steps one more time. I have the provisions list ready from the Oregon Trail site, so students can calculate ratio today in their math scenario. My math problem of the day is downloaded from the SBAC Digital library. And lastly, the drawing paper is cut and rulers handy for perspective drawing. Mr. A smiles, "Good morning" as he heads out to the curbside and I head into our office, ukulele in hand, to check in. Teachers are zipping around squeezing in "one more thing" before our day starts, with our morning mele. Old school cowbell rings, and everyone transitions. I glance at Mrs. T as she signals teacher and student musicians to play. We sing and move into our day.

My students do their morning procedures and jobs efficiently now that we are in November. I circulate and check in with the flow of my class, then invite my small morning group to sit with me. They share their planners and write on post-its, one personal challenge and one celebration to share. One child asks for 1 on 1 time, which we schedule at recess. Collaborative learning time follows: Our inquiry question today: Why/How did the colonists decided to move out west? My facilitation steps are written on a chart to help me. Today's task prepares them for tomorrow's challenge. Armed with content, students will need to take a stand to move out west or stay put, and they'll need to convince me with their opinions based on textual details, in role. We move into small group literacy centers right after the collaborative group work. I meet with another group of students in literature circles, while others are either meeting independently following their reading response task or working on computers on essays.

A personal meeting at recess to hear my student's story, thankfully one that she just needed an ear and could move on. I check in with Mr. G next door to be sure his class is ready for project math with me, while my class will work on math skill-building with him. He's excited to tell me that his class has more questions regarding important events of westward migration after the morning text cards and we exchange student reflections.

Today's math cause some discomfort from students who are wanting the "right answer" but most enjoy the challenge of applying math to their scenarios. I assess which students are having difficulty with the computation at this time, and follow up with a quick review of calculating fractions and ratios.

It's my turn for lunch duty. I sit at one end while a 2nd grade teacher sits at the other. Our job is to supervise lunch and help our students make appropriate social choices. It's amazing how 2nd graders are learning from our 5th graders modeling. We see 2 students ignoring the corrections from my 5th grader and step in to ask questions, making the problem solving visible for both ages

Our afternoons are usually filled with skill-building in visual arts or music, as well as PE/Health. My art lesson, perspective drawing, calms most students, as they explore after direct instruction. We end our day in physical fitness teams with the other 5th grade class and close with verbal reflections, "What was strong in my learning today."

I meet with my 5th gr team and we work on our formative assessments for math today. We bring some student work and decide on which test items to include. I offer to create the story problem for the assessment, which takes me through the end of the afternoon. I leave school exhausted, with a smile, appreciating collaboration of peers and my students.

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

DORAL ACADEMY, INC. and KAMALANI ACADEMY

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of July 1, 2016 (the "Effective Date") by and between Doral Academy, Inc. ("Licensor"), and the School, Kamalani Academy ("Licensee").

WHEREAS, Licensor has adopted, and is using the Trademark, Doral Academy ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities.

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Doral Academy, Inc. and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Doral Academy, Inc. personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas; provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of Kamalani Academy, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1
LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of Kamalani Academy in the State of Hawaii, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of, or in connection with, this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

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Section 2 **LICENSOR'S CONTROL**

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with Kamalani Academy, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Kamalani Academy is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 **USE OF THE TRADEMARK**

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, Kamalani Academy, herein enters into a trademark license agreement with Doral Academy, Inc. to use, reproduce and display the trademarks of Doral Academy, Inc. in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

Licensee shall use the fee associated with this agreement towards staff development through annual conferences such as The National Charter School Conference, The Hawaii Charter School Conference, and any additional appropriate professional development opportunities, such as travel to parent schools for training. Licensee will develop a yearly budget for expenditures of these funds and shall provide Licensor with remaining funds at the end of each fiscal year.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), Doral Academy, Inc. or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise,

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as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 **AFFILIATION SERVICES**

To ensure the School's academic and operational success, Licensor, Doral Academy, Inc., shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) On site principal training;
- (b) On site staff training;
- (c) Board governance training;
- (d) Technology training;
- (e) Curriculum and program development;
- (f) Classroom management critique and assessment;
- (g) Help attaining accreditation; and,
- (h) Other areas identified by the parties.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Doral Academy, Inc. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 **TERM AND TERMINATION**

5.1 Term. The term of this Agreement shall be for two (2) years from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall terminate upon written notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon

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termination Licensee shall immediately cease and desist from all further use of the Trademark, unless otherwise granted permission by the Licensor.

Section 6 MISCELLANEOUS

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Florida.

6.3 Entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as stated below, or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

If to Licensor: Doral Academy, Inc
c/o 6361 Sunset Drive
Miami, FL 33143
Attn: President/Chairperson, Angela Ramos

If to Licensee: Kamalani Academy
1378 Paseo Verde Parkway, Suite 200
Henderson, NV 89012
Attn: Committee Chairperson, Ku'uipo Laumatia

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6.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

6.8 Articles and Other Headings. The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:

DORAL ACADEMY, INC.

By: Angela Ramos
Doral Academy, Inc, President

Date

LICENSEE:

KAMALANI ACADEMY

By: Ku'uipo Laumatia
Committee Chairperson

Date

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal.

REPORTS TO: School Governing Board.

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal Shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel;
- Encourage teachers and pupils to perform to the best of their ability;
- Interpret the educational program of the school and school system to the community;
- Provide leadership and direction for all aspects of the school's operation;
- Facilitate frequent communication with parents of the school community;
- Coordinate and adapt school curricular programs and policies;

- Assume responsibility for the building, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school;
- Develop, implement and evaluate the School Improvement Plan;
- Keep accurate account of all money paid to the school and record the purpose for which it was paid;
- Supervise and coordinate the budgetary process;
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff;
- Develop and supervise New Teacher programs;
- Compile and prepare all student achievement outcomes;
- Report directly to the Governing Board for all purposes;
- Coordinate, supervise and conduct the evaluations of all staff;
- Oversee the School Advisory Council;
- Maintain a positive and productive relationship with the Parent-Teacher Association;
- Supervise all students and staff;
- Coordinate and supervise the testing and assessment program;
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior;
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes;
- Establish, actively pursue and monitor a school mission, vision and goals in collaboration with staff, parents, students and other stakeholders that are aligned with the Board's mission and goals;
- Supervise and coordinate school-wide programs, curricula and course options;
- Supervise and coordinate student registration, scheduling and master scheduling construction;
- Oversee the grade reporting system;
- Monitor substitute teachers and the class coverage process;
- Supervise school activities and special events and initiate fundraising activities;
- Establish business partnerships and positive relationship with community leaders;
- Maintain a master schedule of all school activities and events, including extracurricular trips;
- Coordinate and schedule the use of facilities for all events;
- Implement and enforce attendance and tardy policies and procedures for all students;
- Exercise proactive leadership in promoting the vision and mission of the school;
- Model and maintain high standards of professional conduct;
- Set high standards and expectations for self, others and school;
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting;
- Use quality improvement principles and process in daily administration of school;
- Implement procedures and policies that ensure a safe and orderly learning environment;
- Anticipate difficult situations and develop plans to handle them;
- Manage and administer the development, implementation and assessment of the instruction program at the assigned school so as to ensure student growth and achievement is continuous and appropriate;
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals;
- Provide leadership and direction for all aspects of the school's operation;
- Build teams to accomplish plans, goals and priorities;
- \Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems;
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment;
- Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations;

- Communicate effectively both orally and in writing with parents, students, teachers and community;
- Communicate school information, goals, student learning and behavior expectations to stakeholders;
- Develop and maintain a school atmosphere conducive to learning and student achievement;
- Maintain visibility and accessibility on the school campus and at school related activities and events;
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents;
- Provide leadership to involve the school in quality initiatives;
- Establish procedures for an accreditation program and monitor standards to ensure they are met;
- Provide for the articulation of the school's instructional program among school personnel;
- Use effective communication techniques with students, teachers, parents and stake holders; and
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan;
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction;
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school;
- Analyze and use data for decision-making to improve actions, plans, and processes;
- Access, analyze, interpret and use data in decision-making;
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance; and
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board;
- Collaborate and provide resources to ensure the development of the School's Improvement Plan;
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work;
- Allocate resources consistent with implementation of the School Improvement Plans;
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan;
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback;
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum;
- Direct the development of the master schedule and assign teachers according to identified needs;
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system;
- Oversee the selection and acquisition of instructional materials and equipment;
- Collect input and analyze data to develop goals;

- Set high goals and standards for self, others and the organization; and
- Provide recognition and celebration for student, staff and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement;
- Develop positive relationships with students, parents, teachers and community;
- Work with parents to resolve complaints or concerns;
- Develop and maintain positive school/community relations and act as liaison between the two;
- Promote/market the school and its priorities to the community;
- Establish processes and methods to respond to valid customer requirements;
- Facilitate, coordinate and monitor the implementation of Student Education programs and services;
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected;
- Interact with government and service agencies relative to student welfare;
- Establish processes to determine customer needs and levels of satisfaction;
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures;
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas;
- Take appropriate reporting and/or referral action whenever abuse situations are recognized;
- Provide leadership support for community involvement programs and business partnerships at the school level;
- Direct and develop the recruitment of Business Partners to benefit the school and community; and
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance;
- Interview and select qualified personnel;
- Establish job assignments, supervise all assigned personnel and conduct performance evaluation in accordance with current board policies and legislation;
- Delegate responsibilities to appropriate staff members;
- Make difficult personnel decisions according to policy when necessary, including dealing with ineffective teacher or other staff performance;
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement;
- Assign tasks and supervise personnel in task accomplishment, including special projects;
- Analyze data and information to plan staff development to accomplish school goals;
- Complete annual Needs Assessment to determine staff development needs;

- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan;
- Facilitate the development and implementation of an effective staff development program;
- Participate, successfully, in staff development programs offered to increase the individual's skill and proficiency related to the assignment;
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission;
- Participate in Governing Board management meetings and other activities to enhance professional development;
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification;
- Review current developments, literature and technical sources of information related to job responsibility;
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts;
- Consider data and results from action research when solving problems and improving processes;
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement; and
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts;
- Establish and manage student accounting and attendance procedures at the school;
- Coordinate and manage the extracurricular student activities and funds at the school;
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction;
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion;
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action;
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines;
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs;
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers;
- Access Sponsor and community resources to meet school need;
- Coordinate plant safety and facility inspections at the assigned school;
- Monitor the maintenance at the school to ensure a safe, clean and healthy learning environment;
- Coordinate the school food service program at the school, including the free and reduced food service requirements;
- Supervise transportation services at the school;

- Write and disseminate newsletters, memos, letters, press releases, agendas and other materials using proper grammar and punctuation; and
- Provide leadership in the effective use of technology in the classroom and in school administration.

JOB DESCRIPTION

POSITION TITLE: Student Support Coordinator

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution. Appropriate State of Hawaii Teaching Certifications in Special Education.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Student Support Coordinator shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with District and federal guidelines;

- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Ensure adherence to good safety procedures; and
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Art Integration Coach

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution.

EXPERIENCE

REQUIRED: A minimum of five (5) years of combined successful work experience, with an emphasis on the arts.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate and monitor quality arts integration and other programs to all students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Arts Integrated Coach shall:

- Models successful teaching practices at the classroom level, including differentiation in art integration;
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Works with core teachers in integrating content of their teaching with the content of fine arts where applicable;
- Has Knowledge on research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs in the arts, Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and

- Performs other job-related duties as assigned by the leadership of the school.