



## **State Public Charter School Commission 2016-2017 Request for Proposals**

### **Start-up Charter Schools Narrative Proposal Template**

**Applications Due:  
January 20, 2017, 12:00 Noon, Hawaii Standard Time**

**For questions, please contact:**

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# I. School Overview

## A. Executive Summary

Include following elements in your executive summary:

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
  - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
  - b. Be attainable and consistent with high academic standards;
  - c. Reflect the key values that teachers, administrators, and students know and support;
  - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
  - e. Be able to operationalize and guide the work and school culture.

**Our Mission** is to co-empower children to be affirmed in their individual identities, grounded in and committed to our island culture and community, and equipped with a 21st century skill set to be leaders within our community and state.

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

**Our Vision:** Affirmed in identity, empowered in leadership, our graduates will be leaders of our island community.

3. Geographic Location and Anticipated Student Population. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use. Describe the anticipated student population of the area, the students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter. Describe what contribution the school will bring to the area.

**Geographic location:** Ewa Beach. Specifically, south of Papipi Road, south of Hanakahi Street, along North Road, Ewa Beach Road, and Pohakupuna Road.

**Anticipated Student Population:** Campbell Complex student population (according to Hawai'i DOE and public sources): approximately 40% Filipino, 20% Native Hawaiian, 15% White, 7% Samoan, 5% Japanese, 13% additional ethnicities (Hispanic, Black, Chinese, Micronesian); approximately 8% of children qualify for Special Education programming and 5% have been identified with Limited English Proficiency; 41.3% of residents speak a language other than English at home; less than half of the 6,000

students across the seven feeder elementary schools attended pre-kindergarten; Ewa Beach community educational attainment: college graduate (21.6%), some college (38.9%), high school (30.5%), less than high school (8.8%). Potential non-academic challenges include various socio-emotional learning needs and the impact of poverty on our kids.

**Contribution to the community:** (1) the first contiguous middle and high school option (linking grades 6-12); (2) a smaller, more intimate option for (100 student cohorts); (3) Local governance (currently no charter schools in the Complex); (4) school model built around leadership and identity development; (5) capacity & choice – largest high school in the state, one middle school per either side of Fort Weaver, DreamHouse Ewa Beach provides another option.

#### 4. [What unique educational opportunities will your school provide?](#)

- **SMALL SIZE:** 100-student cohorts, per grade, for a more intimate culture than local district options (400+ students in 7th grade; 800+ in 9th grade);
- **INTENTIONAL FOCUS:** our model is specifically focused on leadership and identity development, with an emphasis on building empowered advocates for local leadership and change;
- **ORIGINAL CURRICULUM:** non-scripted, built in-house, rigorous, and grounded in a local context;
- **SCHOOL CULTURE:** Student-led morning protocol during which students design and lead classmates in oli, opening, and intention-setting for the day - completely student-driven;
- **CLASSROOM CULTURE:** student learning driven by inquiry-based lessons and pedagogy - instructional strategies grounded in support and guidance, not direct instruction or lecture;
- **LEADERSHIP COURSE:** daily, 40-minute leadership and identity development course;
- **STUDENT CHOICE:** daily, 30-minute self-directed learning time during which students self-select into content areas to engage in teacher-supported group work;
- **LEARNING PLAN:** Individualized Learning and Development Plan (ILDLP) that students themselves manage offering each child to build out a portfolio to demonstrate proficiency and growth;
- **LEARNING DEFENSE:** End-of-year presentation and defense for each child offers the opportunity to present learning and growth throughout the year in academics, leadership, and identity; this is the culminating project and experience to earn grade promotion.

#### 5. [The key components of the educational model, including a brief explanation of how it will drive success for the identified student population.](#)

*DreamHouse is an inquiry-based educational program focused on local leadership development and identity affirmation. It is informed by years of teaching in and learning from the Ewa Beach community. It places students at the center of a learning experience influenced by specific goals, outcomes, and supporting elements, and shaped directly by four primary areas of focus:*

**(1) A locally developed curriculum** grounded in Hawaii and contextual learning highlights our commitment to connecting with Ewa Beach's children and families, and building a school around context, local knowledge, our islands, and the very real challenges and opportunities that exist.

**(2) Production-based assessments and learning benchmarks** - Our children are producers; they are resilient; they each need and deserve an opportunity to put on display their potential and passion, which is why learning and growth will be directly measured by assessments that are about students and allowing each to demonstrate (publicly) content mastery.

**(3) Inquiry-driven learning environments** - Questions, exploration, growth, and an appreciation for the process of learning, our learning environments and classrooms will be places of productive struggle, within the Zone of Proximal Development, encouraging children from 11 to 18 years old to take risks and push their own learning edge.

**(4) Dynamic teaching staff diverse instructional strategies** - Teachers who bring positivity and energy to the classroom, while seeing themselves as guides and supporters of learning, placing students at the center of all developmental experiences, our educators will leverage culturally responsive, progressive teaching and learning strategies to support growth.

This model will drive success for children in Ewa Beach because it was designed with and specifically for children in Ewa Beach, highlighting areas that were deemed critical through our years of teaching, partnership, and listening including, but not limited to identity affirmation, contextual learning, culture, maximizing potential, and developing leaders.

6. [The expected outcomes for the students in both the short run—after they graduate from your school—and in the long run as adults.](#)

**Short run:** our graduates will know and own their voice, they will be empowered to make conscious choices between higher education options and career pathways, and they will have a vision to leading and affecting change in Hawai'i. They will graduate having shown considerable growth and ownership across our five core competencies: voice, commitment to community, servant leadership, identity, and consciousness. Our graduates will have completed all necessary requirements to earn a BOE-aligned high school diploma, will have been accepted to at least one college or university, and will have the requisite knowledge and skills to compete for and perform in local employment opportunities.

**Long run:** our graduates will have economic freedom and mobility, local leadership roles, and a continued commitment to positive community impact. Our graduates will also see themselves as the caretakers of the rising generation, responsible for passing down stories and lessons, while also making room for new voices and leadership; this is where servant leadership through agency, advocacy, and a commitment to positive change is exercised.

7. [Community Engagement.](#) Briefly describe how the applicant has assessed the demand and solicited support for the proposed school within the community that the school will be located. Include a description of any significant relationships or local community partnerships that have been established to generate community engagement and support for the proposed school. Applicants shall discuss their knowledge of the community in which the school will be located, and include in this discussion their understanding of the cultural and historical elements of the area as a whole.

**Grounded in personal teaching and administrative experience** within Campbell High School, Ilima Intermediate, and Ewa Makai, we see that demand for additional educational options in Ewa Beach has grown over time. Spurred by housing developments, overcrowding, a strain on resources, and a chorus of parent voices, our applicant team began a series of “education talk stories” in the spring of 2014, aimed at bringing student, parent, educator, and community leader voices into the open.

**Following dozens of intimate group and one-on-one sessions**, neighborhood board presentations, classroom visits and teacher talk stories, volunteer events, meetings with elected representatives, and conversations with Hawai'i DOE representatives, it became clear that a community-driven, independent educational program was a viable option for the children and families of Ewa Beach.

**Significant local relationships** that have helped energize this initiative include, but are not limited to: former students; Ewa Makai teachers, administrators, and students; Ilima Intermediate teachers, administrators, and students; Campbell High School teachers, administrators, and students; parents; community leaders; Ewa Beach Neighborhood Board Members; elected officials; state officials; local developers; Boys and Girls Club; FOR'EWA PONO; the University of Hawai'i at West O'ahu.

8. [Contribution to Public Education System](#). Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in [Section I.C of the RFP](#). If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

*Of the two Priority Need areas identified by the Commission, our proposed school directly addresses the first need of providing additional school capacity to an area that has exceeded full enrollment, especially at the secondary levels. Contribution details are as follows:*

- **Adding capacity:** The Campbell-Kapolei complex is the largest in the state with James Campbell High School being the largest high school in the state with over 3,000 students (3,125 in 16-17 SY). The proposed school would eventually serve 700 students, grades 6-12.
- **Adding an option:** Depending on which side of Fort Weaver Road a family lives, they have one middle school option: Ilima Intermediate (Diamond Head) or Ewa Makai (Ewa). The proposed school would serve families from both sides, creating choice, and the only 6-12 option.
- **Piloting Leadership Development:** An in-house curriculum, proprietary leadership and identity development framework, and course schedule that transforms traditional advisory into both student-directed tutorials and daily leadership and identity experiences, we will be able to share learnings and design to our district colleagues so they may implement as part of their core curriculum.
- **Nā Hopena A'ō Integration:** given Nā Hopena A'ō is a Board-wide initiative, we are designing learning experiences that will support development within the six target areas; we will be able to share with our district colleagues the impact and planning materials.
- **Teacher Leadership & Professional Development:** we are open doors and will invite district teachers and admin to join us for our PD days, which will be teacher designed and lead; our larger, district colleagues will have access to materials, facilitation guides, and research behind these teacher-empowering methods of learning and development.

## B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan ([Exhibit 1](#)), and include it as **Attachment A (required form)**, illustrating the proposed school's five-year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *virtual learning* experience. These terms are defined in [Section I.D of the RFP](#).

Please see **Attachment A** for the DreamHouse Ewa Beach Enrollment Plan.

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.

Ewa Beach schools are overcrowded, especially at the secondary level. However, beginning a 9th grade school in the current charter landscape would be formidable academically, organizationally, and financially. Our rationale is as follows:

- **Assimilation** - Opening in 6th grade will offer an additional year to the middle school experience and better prepare children for high school;
- **Existing Models** - We can learn from other charter schools that have most recently opened (i.e. SEEQS, Mālama Honua) and gain knowledge and insight from their opening and initial years of experience;
- **Culture** - Beginning with 100 students and growing each year will offer us time to evolve our school culture alongside of students, families, and community partners;
- **Surrounding Impact** - 100 students per year will make a minimal impact on surrounding feeder schools while adding capacity at the secondary level;
- **Economies of Scale** - Adding 100 students each year will allow us to gradually increase our enrollment size and leverage economies of scale with regard to per pupil and various state and federal funding streams;
- **Internal Replication** - Adding 100 students each year will allow us to replicate and improve our 6th grade onboarding and transition procedures for students and families;
- *Non-entry level grades (7, 8, 10, 11, 12) are part of our 6-12 continuum linking elementary to middle, high school, and college / career; consistency and continuity in our educational program is important for multi-year student development.*

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit)**.

In the 2016-17 school year, the Campbell Sub-Complex had 10,839 students across seven elementary, two middle, and one high school; in grades 6-12 there were approximately 5,513 students. In addition, five parochial schools serving 630 students exist in the greater Ewa / Ewa Beach area; approximately 330 are within grades 6-12. In total, nearly 5,850 children are in grades 6-12 in Ewa Beach. Please see **Attachment B** - Description, Citations, or Copies of Data Sources Justifying Enrollment Plan.

## C. Parent Involvement and Community Outreach

1. This section should include the following elements: A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

**Parent Involvement Philosophy:** We define family engagement as the collaboration between families and educators that accelerates student learning and well being. Supported by the National Education Agency, we see that students do better in school and in life when families and schools are equal, engaged partners in a child's education.

**Role of Parents/Guardians:** Parents/Guardians are central partners to the education of each child, and are viewed as partners and sources of insight and perspective for the health of our school.

**Parent & Community Interest:** DreamHouse officially began engaging the community in late 2013. Community engagement includes joining neighborhood board meetings, engaging in one-on-one conversations with parents, students, educators, and community leaders, as well as holding monthly community meetings to provide space for community members to discuss educational needs of the Ewa Beach community.

**Results:** These meetings have informed the vision and mission of our plan, as well as set the foundation for an active, engaged Community Council. Over the past year, these conversations have become more focused on the actual charter school, curriculum, lottery, and other specific components.

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

**Parent Engagement Plan** | Led by the Leadership Support Team, our parent engagement plan is grounded in a research-based framework, developed by Joyce Epstein of Johns Hopkins University, describing six types of involvement— parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

**Orientation** - Engaging our families begins with a four month orientation sequence that will a) orient our new families to DreamHouse, b) build relationships and alignment, and c) set expectations and put students on a pathway to being ready for fall 2018 opening.

- *April ('18)* - Admitted family open house #1 to welcome / align families to DreamHouse
- *May, June ('18)* - Home visits to deepen relationship and engage summer transition
- *July ('18)* - Founding family open house to build community and set year's intentionality

**School Space** - We will build an open, welcoming environment to all students, families and community members (e.g. open door policy, AM/PM accessibility).



**Relationships & Involvement** - Our family-school partnership philosophy will follow these three pillars: (1) communication, (2) information / education, (3) partnership.

- (1) *Communication* - Clear, timely communication with parents is important to encouraging involvement; we will maintain timely follow-up through e-mail, phone, and in-person communication so that parents and families are and feel prioritized;
- (2) *Information & education* - DreamHouse will allow opportunities for parents to attend informational and educational sessions geared toward strengthening the school/home partnership and empowering families to support their student's educational success (e.g. in-house data literacy nights, parent conferences, state of the school);
- (3) *Partnership* - Maintain engaged Community Council, holding space and time for ILDP work, opening internal meetings to parents (e.g. strategic planning).

**Volunteering** - Our philosophy around volunteering is that programming and opportunities for engaging with the school in a volunteer and partnership fashion will strengthen relationships and empower families and give agency in our school culture. We will seek parents for the Community Council, thought-partners on our school culture, LEAD volunteers, and parent leaders for events.

3. [Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.](#)

**Effective Communication Strategies** | Our philosophy is that open communication builds relationships, fosters trust for a true feedback cycle, and leads to strengthening family-school partnerships. DreamHouse strives at all times to be transparent with families, encourages honest and open communication, and works to ensure families have the information they need to be true partners in their students' education.

- *Before School Opens (Aug. '17 - Jul. '18)* - As part of our recruitment, admission, enrollment, and matriculation, we will: announce to families our charter approval via local and social media, commercial / shopping center presence, neighborhood canvassing, weekly talk story sessions, and monthly informational nights in Ewa Beach.
- *After School Opens (Aug '18+)* - We will maintain clear, timely communication via phone, e-mail, flyer, and in-person methods; we welcome parents to join the Community Council and to visit DreamHouse (open door policy). Parent conferences, open house nights, feedback cycles (via survey and town hall style) will be initiated as well.

4. [A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as Attachment T \(no page limit\), such as letters of intent or commitment, memoranda of understanding, and/or contracts.](#)

**Community Resources and Partnerships** | Since 2013, DreamHouse has worked to deepen relationships and learn from the parents, students, community leaders, and organizations of Ewa Beach.



**Local (Ewa Beach) Individuals** - one-on-one discussions, weekend roundtables, and alignment discussion, the following individuals have been supportive and influential:

Principal Ed Oshiro (Former Principal, Ewa Makai Middle School); Alisa Bender (Hawai'i State Department of Education); Christiane Bolosan-Yee (FOR'EWA PONO); John Clark (Ewa Beach Neighborhood Board); Representative Matt LoPresti (Hawai'i State Legislature); Senator Will Espero (Hawai'i State Legislature); Representative Bob McDermott (Hawai'i State Legislature); Ron Menor (Honolulu City Council); Kymberly Pine (Honolulu City Council); Kurt Favella (Lions Club); Lori Respicio (Hale Pono, Ewa Beach Boys & Girls Club); Aunty Darlene (Ewa Beach Community Center); Chief Paul Kato (Honolulu Fire Department).

**Local (O'ahu) Organizations** - in addition to the organizations represented above, individuals from the following organizations have been engaged and briefed on the DreamHouse initiative and we see strong alignment and potential for partnerships:

University of Hawai'i at West O'ahu; University of Hawai'i at Mānoa; P-20; Early College High School Program; YMCA College Camp; University of Hawai'i Outreach College; Kamehameha Schools; Partners In Development; Hawai'i Community Foundation; Pacific American Foundation

**Mainland / Additional Organizations** - individuals from these organizations have helped thought-partner and advise our design and launch of DreamHouse:

Harvard Graduate School of Education; Harvard University Native American Program; Center For Public Leadership at the Harvard Kennedy School of Government; Native American Community Academy; College Horizons; New Leaders For New Schools; Unlocking Potential; IDEA Public Schools; The Mission Preparatory School; The Buck Institute.

Please refer to **Attachment T** for letters of support relating to community resources and partnerships.

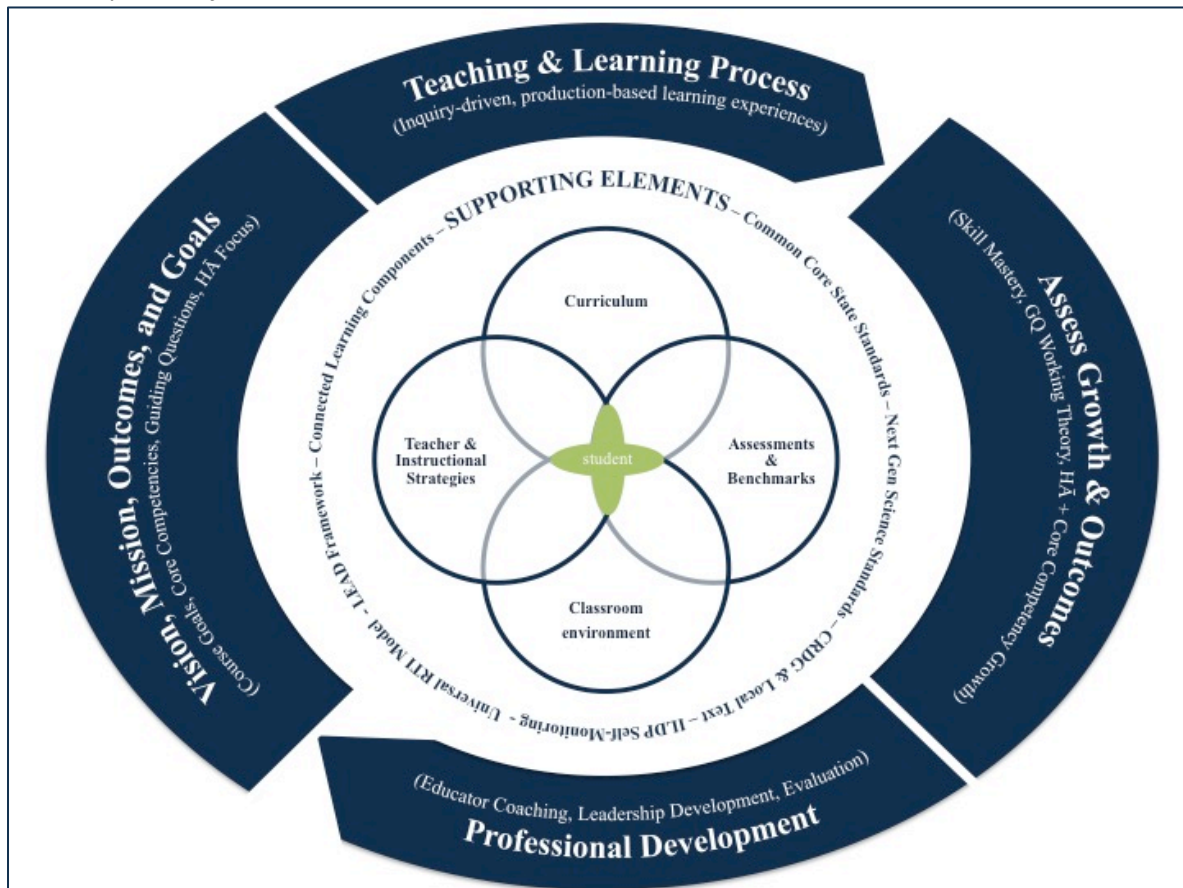
## II. Academic Plan

### What are the key components of the educational model?

The DreamHouse educational model is aligned to our vision of empowering leaders for our island community. Student-centered, inquiry-driven learning is core to our educational philosophy--this model is the engine to our academic plan. Key components:

- A contiguous cycle of goal-oriented course design, teaching and learning, growth and outcomes assessment, and leadership and professional development, which ties to goals and course design;
- Strong student data-driven-supporting elements that resource and inform instructional design;
- Integrated learning experiences that join (1) locally developed, culturally responsive curriculum, (2) production-based assessments and learning benchmarks, (3) inquiry-driven learning environments, (4) and dynamic educators and diverse instructional methods.
- The students; they are in the center; always.

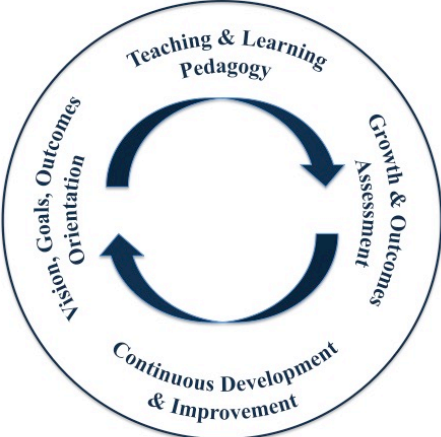
*Visual depiction of the 2017 DreamHouse Educational Model*



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

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 I.D of the RFP](#). Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

The DreamHouse Ewa Beach academic plan is a strategic framework leading the direction and evolution school. Our vision and mission serve as a north star, while our educational philosophy, desired outcomes, and developmental priorities shape how we operate. The plan is driven by four core questions, and in turn, four guiding pillars:

CORE QUESTION & GUIDING PILLAR	IN PRACTICE
(1) <i>Where are we going and why?</i> <b>VISION, GOAL, OUTCOMES ORIENTATION</b>	
(2) <i>How are we getting there?</i> <b>TEACHING &amp; LEARNING PEDAGOGY</b>	
(3) <i>How will we know if we are there?</i> <b>GROWTH &amp; OUTCOMES ASSESSMENT</b>	
(4) <i>What do we do if we are off-course or how do we stay on course?</i> <b>CONTINUOUS DEVELOPMENT &amp; IMPROVEMENT</b>	

**(1) SETTING DIRECTION** | Our plan begins with and is guided by the vision and mission of our school, which is to develop local leaders, affirmed in their own identity and committed to positive change within our community. Aligned to this mission and vision, we orient ourselves to clear outcomes at each stage of our school, focusing primarily on content mastery and appropriate development of Core DreamHouse Competencies (Voice, Servant Leadership, Identity, Commitment to Community, Consciousness).

**(2) INSTRUCTIONAL METHODS** | The DreamHouse model is focused on inquiry-driven, student-centered, and production-based learning environments. Dynamic educators will leverage culturally-relative instructional pedagogy and a diverse range of instructional strategies including, but not limited to modeling, guided practice, essential questioning, case studies, Socratic discussions, co-planning and -assessment, co-leading ILDP/LEAD workshops, and portfolio creation and defense; this will provide space for productive struggle, risk-taking, learning by trial and error, growth, and coaching.

**(3) ASSESSMENT STRATEGIES** | Comprehensive data gathering, analysis, and integration are central to the school’s continuous formative assessment strategy. Smarter Balanced Assessment; locally developed, production-based summative assessments; and formative assessments drive knowledge and demonstrate their skill. Each student’s Individual Learning and Development Plan (ILDP) offers them metacognitive reflection on their progress, a continuous assessment designed for reflection, course-adjustment, and measurement of progress, which they will ultimately publicly present and defend to justify promotion to the next grade.

**(4) CONTINUOUS IMPROVEMENT** | Professional and leadership development, at both the educator and student level, energizes a forward-looking, growth-oriented academic plan. Educators will see their practice as always changing, always open to feedback for improvement, and a partnership between them and others; students will be active participants in creating a culture of learning and will have daily opportunities to improve their ability to contribute and learn. Exploratory leadership development blocks, student tutorial, staff huddles, student teaching, co-planning, student-led conferences, and daily Leadership, Empowerment, Agency, Development (LEAD) blocks are some examples of key professional and leadership development opportunities. This links directly to goals and desired outcomes for the school and serves as a critical course-correcting stage in our model.

**Non-negotiable elements** include, but are not limited to the following:

- *Core Competencies* are what make DreamHouse students and graduates unique; development of these five dispositions - Voice, Servant Leadership, Identity, Commitment to Community, Consciousness - weave through classrooms, LEAD blocks, and school culture;
- *Daily Leadership, Empowerment, Agency, Development (LEAD)* blocks in our schedule that are programmed with an in-house, developmental framework;
- The *Individual Learning and Development Plan (ILDP)* is a critical reflective and strategic tool for student ownership and growth; it is a journal, portfolio, and goal setting tool; please see DreamHouseEwaBeach.org for the framework for this program;
- *Portfolio development and public defense* moves our students out of the “classroom” and into the “real world”; they must compile, present, and defend their learning and right to proceed
- *Tutorial* is a block during which students choose how to use their time (within reason, expectations); this is a crucial self-directed and developmental space woven into every day that is modeled from a Maori-focused charter school in Aotearoa.

*Frameworks, examples, and scope/sequence for each element available at DreamHouseEwaBeach.org.*

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.

**DreamHouse Core Beliefs (CB):**

- All students can achieve; it is our responsibility to help each child reach their fullest potential;
- Parents/guardians are partners; we are a team, in support of every child;
- The community is an asset; we are resource-based and solutions-oriented in our views;
- Leadership is key; individual leadership, agency, and empowerment can change life outcomes;
- Identity must be honored; we are all unique and we must support and respect individuality.

**Academic Values (AV):**

- **High expectations** and a rigorous academic environment will benefit our children
- **Ownership** of all outcomes - by students and educators - instills a culture of responsibility
- **Growth-oriented** 21st Century skill development leads to mindfulness, progress, and success
- **Empathy** builds skills and dispositions
- **Leadership and identity affirmation** will unlock academic potential in unprecedented ways

Key Element:	Informing Key Element:
Setting Vision, Goals, and Outcomes for each course; Teaching & Learning Environment	All students can achieve (CB); High Expectations (AV)
<i>How: We set ambitious personal, cohort, and school goals in order to productively challenge our students to set goals, work towards them with purpose, and hold high expectations for themselves and others; our learning environments maintain these high expectations for all.</i>	
Growth & Outcomes Assessment; Benchmarks; Professional Development	Ownership (AV); Growth-oriented (AV); Parents are partners (CB)
<i>How: Measuring progress towards outcomes and acknowledging growth, for students and educators, is a core component to DreamHouse culture. We are partners in the work, supporting each other's development, and see outcomes and our investment in getting better at improving them, interlocked. Parents/guardians are key partners in supporting growth-mindsets and progress for their/our children.</i>	
Curriculum; Classroom Environment; Teaching & Instructional Strategies	*Community is an asset (CB); Leadership is key (CB); Identity must be honored (CB); Empathy builds disposition (AV); Leadership and identity affirmation unlocks potential (AV)
<i>Our community - Ewa Beach, O'ahu, Hawai'i - is an asset; areas of challenge are opportunities, and we seek to embed and take advantage of learning opportunities in the data, history, stories, and potential of our island home (in line with our vision of empowering homegrown change agents). If our students are to be empathetic, aware leaders, affirmed in who they are, we must design classrooms, curriculum, and instruction in line with our core beliefs around community, leadership, and identity.</i>	

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.

According to multiple DOE reports, Census data, and DreamHouse team experience (residents, parents, educators in the community), we anticipate serving children from neighborhoods in Ewa Beach, which is part of the Campbell Sub-Complex (Campbell-Kapolei). This population is predominantly Filipino and Native Hawaiian, and the Sub-Complex (10 schools) has a weighted average FRL population of 45%. Due to significant overcrowding at the secondary level, lack of school choice from grades 7-12, and expressed community demand for a leadership-development public school with smaller class cohorts, we anticipate healthy enrollment in DreamHouse from the Ewa Beach population.

## B. Curriculum and Instructional Design

1. A clear description of course outcomes for each course at each grade level that if achieved at the high school level, will ensure a student graduates with the competencies, skills and content knowledge to be successful in any post-secondary education opportunities he or she may seek to pursue, and if achieved at the elementary or middle school level, will situate the student to achieve academic success at the next level of his or her academic career.

**(1) STAGES |** DreamHouse Ewa Beach is divided into three distinct stages: Foundations, Application & Development, and Ownership & Graduation.

**Stage I - Foundation (grades 6,7,8):** Students joining DreamHouse will come from various academic models, programs, and schools; the first three, formative years is about building and owning the culture of our school, and preparing for high school.

**Stage II - Application & Development (9,10):** Entering high school, a rigorous, college- and life-preparatory curriculum and environment, expectations are high and students are encouraged to learn about and develop themselves while taking on new challenges. This is an “R&D” stage for DreamHouse students in order build skills, knowledge, and mindsets necessary for future success.

**Stage III - Ownership & Graduation (11,12):** Critical coursework, competency development, and planning for post-secondary life. Students define and build their trajectory through on-site courses, Running Start, internships, and college preparation. Students will graduate having mastered DH Core Competencies and will either have a viable job and career plan or admission and a pathway to college.

**(2) CORE COMPETENCIES |** Beyond academics, DreamHouse students will develop, self-monitor, and engage in growth opportunities (via curriculum, ILDP, LEAD, etc.) to develop five critical components that are unique to DreamHouse students. At the end of each stage, students should embody each disposition:

*(diagram on next page)*

*DreamHouse Ewa Beach Core Competencies*

	STAGE I	STAGE II	STAGE III
Voice	I am finding my voice, and I am committed to continuing to do so.	I am developing my voice and using it to express myself authentically. I know that my voice is central to my agency and autonomy and I am committed to using it.	I know, own, and believe in my voice. My words and the way I speak and communicate are grounded in the identity I have chosen for myself, and I communicate from a place of knowledge, purpose, and humility.
Identity	I am committed to exploring and shaping my identity in alignment with the life I want to live. and I am aware of the values and beliefs that affect my perspective and identity. I know that my decisions and actions shape my identity outside of my own mind, and I seek to better understand my impact and identity in the eyes of others.	I am exploring and applying different values and beliefs I hold, while incorporating feedback and allowing others to shape the person I am; I am committed to more deeply living and embodying the values and beliefs that bring out the best version of myself.	I know and live my values and beliefs in a way that shapes my identity. I speak for and respect myself and know that I am the person I choose to be. I am committed to exploring differences and navigating change while leaning on these values and beliefs.
Servant Leader	I am committed to becoming a leader with and for my community. I am searching for my authentic leadership style in the context of the life that I lead now and the life I want to lead in the future.	I continuously search for opportunities to take agency and positively affect other people, places, and things. I am open to taking risks and failing forward in an effort to develop as a person comfortable with ambiguity, change, and challenge. I listen to and reflect on lessons learned through these endeavors. I want to lead with and for others.	I am a leader. I am responsible for making a positive impact on people and situations and see my leadership as an integral part of my life. I am committed to continuously reflecting and improving to be the best, most authentic version of myself, in service to my community.
Community	I know my community is full of assets. I more deeply understand the challenges and complexity facing my community and am committed to exploring solutions and options to improve the lives of those in my community.	I believe in our local island community and know that solutions exist to the problems and challenges I see; I can and must be part of these solutions. I am an active member of my community and believe that our future is what we, as community members, make of it.	I am committed to knowing, serving, and affecting positive change in my local community. I believe that all challenges and obstacles have solutions, and I see myself as a local leader who is responsible for being part of these solutions.
Consciousness	I no longer see issues as “black and white” or not my concern; I have an eye towards social justice and am committed to better understanding issues, perspectives, and solutions for my community, islands, and world.	I can and must shed light on inequities and injustices that I see in my community, and beyond. Silence and passive compliance to injustice is not an option.	I am awake and mindful of the very real issues in our community, islands, and world; I speak and act to shed light on and address injustice and inequity in a solutions- and partnership-oriented manner.



**(3) OUTCOMES PER COURSE** | The following is a snapshot of outcomes for each course, by stage:  
**FOUNDATIONS (6,7,8) OUTCOMES:** If the following outcomes are achieved, our students will have the skills, knowledge, and mindsets to achieve academic and personal success in high school.

### (1) 6<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS: SELF, US, NOW

Here is the course where leadership and identity development begins. **Self, Us, Now** is about constructing an individual identity, more deeply connecting with others, and developing a better understanding of the world we live in. Through student engagement with, struggle, and collaboration around the elements of this course, students will be prepared for the rest of Foundations [insert noun]. In a reflection- and production-focused environment based on the sixth grade English Language Arts Common Core Standards for language, literacy, and communication development, students will be able to: Cite textual evidence and specific claims in a text, including evaluating an argument; determine a text's theme and how it's conveyed; draw inferences and craft objective summaries; describe a text's elements (e.g. setting) and how they fit into its structure; determine figurative/connotative meanings, including how language conveys meaning/ tone; discuss how point of view is developed; and compare/contrast different forms of texts. Support arguments with clear and relevant evidence; develop and examine a topic by organizing ideas; craft descriptive narratives, sequencing its events effectively and employing narrative techniques (e.g. dialogue); write with clarity and coherence, as appropriate to a prompt, purpose, and audience, strengthening writing iteratively (e.g. revision); research the answer to a question, collecting relevant sources; and construct, revise, effectively collaborate on, and successfully publish and present writing/ideas with clarity and coherence. Through the composition of stories about themselves and others; construction of their own identity through inter-/intrapersonal awareness; and the demonstration of growth and expression. Building from biographical and performance-projects around identity of others and self, to peer memoirs and public sharing, and culminating in student-teaching and portfolio development and defense, the Self, Us, Now develops empathy, vulnerability, and expression.

### (2) 6<sup>TH</sup> GRADE SOCIAL STUDIES: WORLDVIEW

Students will exit **Worldview** with a researched, evidence-based perspective on the world in which they live. Students will revisit traditionally celebrated and acknowledged people and events - Christopher Columbus, the "New World", Captain Cook, Thanksgiving - with a critical and new lens. Students will build research and comparison skills, conceptually travelling from Hawai'i to Asia, Europe, North America, and back to the Pacific, all while learning (albeit at a high level) about cultural values, beliefs, perspectives, and pivotal events that have shaped the world we live in. Learning experiences will correlate with both HCPS III and ELA Common Core State Standards in order to push content thinking and skill development; text from the University of Hawai'i's Curriculum Research & Development Group (China: Understanding its Past, A History of Hawai'i, To Find the Way, etc.) will help support literacy development. A broader perspective, and maybe some lingering questions, will support their progression through Social Studies courses at DreamHouse.

### (3) 6<sup>TH</sup> GRADE MATHEMATICS: APPLICATIONS

Crucial to **Applications** is a strong demonstration of the skills needed to address the following three questions: why/how do we make our math presentable, why/how do we quantify the world around us, and who can our solutions positively impact? From factors and ratios, fractions and two-dimensional measurement, and decimal operations, variables, and statistics, students will use local data, scenarios, case studies, text (when applicable), and application to ground their learning in our local

context. Applications will be supported by *Michigan State's Connected Mathematics Project*. A strong understanding of mathematical content from the 6th grade Common Core State Standards for Mathematics, the ability to apply learning to local context and data, and critical thinking across concepts will prepare students for further analytical and applications-based thinking down the road.

#### (4) 6<sup>TH</sup> GRADE SCIENCE: PHYSICAL SCIENCE 101

**Physical Science 101** supports similar cross-concept thinking that our **Applications** (6th grade Math) course develops in our students, except here we use physical science concepts, Next Generation Science Standards, and the local Hawai'i landscape to provide application opportunities, local case studies, and contextual units. During the year, we focus on three major themes (aligned to our terms): (1) building blocks of the world around us, (2) energy and forces that move our world, and (3) frequencies and our digital world. In addition to conceptual understanding / application, students will better understand patterns, cause and effect, function, systems, and measuring change. Content mastery and skill development prepares students for their scientific journey (Next: **Life Science 101**).

#### (5) 6<sup>TH</sup> GRADE HAWAIIAN STUDIES: CULTURE & PERSPECTIVES

Students will leave **Culture & Perspectives** with a better understanding of, more genuine interaction with, and a deeper appreciation for Hawai'i and the Hawaiian people. This course is broken into six modules, precluded with "re-orientation" to the dominant narrative that has shaped Hawaiian History in many western circles, and augmented with multiple texts such as *Island Fire* (local short stories), *Growing Up Local* (local poems, essays), and *Alaka'i* (lessons of leadership from Kamehameha). Modules are as follows: (I) Polynesia: A Look into the Past, (II) Across the Sea, (III) Behold Hawai'i, (IV) The Natural Environment, (V) Hawaiians, the Land, and the Sea, (VI) Family, Religion, and Society. 6th Grade ELA Common Core State Standards and HĀ standards will support knowledge and skill development. This course will instill respect and appreciation for our host culture, the land, and each other, and each will be better prepared for the next stage of Foundations.

#### (6) 7<sup>TH</sup> Grade English Language Arts: Culture, Freedom, Spirit

Building on a foundation from the Self, Us, Now, 7th grade ELA, **Culture, Freedom, Spirit** begins with an in-depth look at the values, rituals, and beliefs of their own and others' cultures, and transitions to the perception of heroism and the balance of good and evil in the world. Spring term brings into focus the relationship between freedom and responsibility and ends with a focus on the human condition and spirit, what drives it, and what drives us. By the end of this course, students will be able to: Cite several pieces of textual evidence, supporting an analysis of what the text says explicitly, including assessing its logic and relevancy of its evidence; determine a text's theme and how it's developed; draw inferences and craft objective summaries; analyze how a text's elements interact (e.g. how setting impacts plot) and how its structure conveys meaning; determine figurative/connotative meanings, including analysis of word choice and style; compare/contrast points of view and analyze their development; and compare/contrast different texts by different authors on the same topic. Support arguments with logically-organized, accurate evidence, addressing opposing claims; develop and examine a topic by organizing ideas effectively; craft descriptive narratives, sequencing its events effectively and employing narrative techniques (e.g. dialogue); write with clarity and coherence, as appropriate to a prompt, purpose, and audience, strengthening writing iteratively (e.g. revision); research the answer to a question, collecting relevant sources and creating specific questions for further inquiry; and construct, revise, effectively collaborate on, and successfully publish and present writing/ideas with clarity and coherence. Again, 7th grade HĀ standards-based portfolio-style defense of learning (across content

areas, but brought together through literary skills of language and communication) will be the culminating production and learning experience that will set the stage for the final year of their foundational stage of ELA.

### (7) 7<sup>th</sup> Grade Social Studies: Hawai'i

Following Worldview, students will return home to **Hawai'i** to engage in a critical examination of the events that have shaped the island community. Students will explore discovery and settlement of Hawai'i, Kamehameha, Māhele, contact, and other key events and people. Students will grapple with competing historical accounts, globalization and expansion, and the many stories of Hawai'i that often go untold in the mainstream and international media. Following this course, students will be able to more deeply explore, speak to, and defend Hawai'i's people, history, and culture from a place of knowledge and empathy. Various HCPS III and ELA Common Core State Standards will guide curriculum and unit development, while support texts from CRDG (Hawai'i: Our Traditions, Ethics in Thought and Action, etc.) will assist with literacy development.

### (8) 7<sup>th</sup> Grade Mathematics: Solving Problems Through Relationships

**"Relationships"** is about the investigation of proportions, operations, dimensions, and comparisons. By the end of Relationships, students will be able to: **(1) solve multi-step problems** involving percents, proportions, and drawing / graphing; **(2) formulate expressions** mastering arithmetic properties to solve problems; **(3) contextualize real-world problems** involving scale, area, and angles; and **(4) draw inferences on data** using multiple distributions. At the end of the course each student will present the framing of, contextualization, and working solution for a local problem that incorporates the four focus areas of this course.

### (9) 7<sup>th</sup> Grade Science: Life Science 101

**Life Science** is where students build skills in investigation and analysis, modeling, constructing arguments, and ultimately delivering scientific explanations for their work and findings. At the end of the course, student will: **(1) understand how cells contribute to all living things;** **(2) have analyzed systematic relationships and corresponding impact** on ecosystems; **(3) evaluated generational transfer of living traits;** and **(4) assessed environmental change and the response** of organisms. Ultimately, using place-based instructional resources from CRDG, the Hokule'a, and Hawaii National Parks, students will produce a scientific model that demonstrates interconnectivity of living things in Hawai'i , systems relationships of organisms in our ecosystem, patterns and predictions of change, and cause and effect.

### (10) 7<sup>th</sup> Grade Creative Media & Performance

**Creative Media & Performance** brings together elements of creation, artistic expression, and the generation of experiences to develop 21st Century skills and learn about self, others, and cultures from around the world. Following this course, students will be able to: **(1) apply materials, techniques, and processes, in the creation of art;** **(2) assess the communication of ideas and feelings;** **(3) create authentic experiences through acting, design, and technical theatre;** and **(4) hypothesize the role of drama in various cultures.** Students will design a two-part installation - both static and performance-based - to demonstrate a genuine understanding of the integral relationship between media, arts, performance, and culture.

### (11) 7<sup>th</sup> Grade World Language: Foundations I

**World Language: Foundations I** is focused on the development of community-based leadership, communication, cultural understanding, and comparative analysis in the context of a specific language and its corresponding society. Students will leave this course being able to: **(1) converse on a basic, fundamental level via both speaking and writing; (2) interpret the language from native speakers and various media sources; (3) effectively present (in the language) to an audience; (4) discuss cultural perspectives of countries / peoples who speak the language; and (5) assess patterns and relationships across different languages, cultures, and countries.** Students will create, present, and showcase their knowledge through a public exhibition, demonstrating understanding in each of the five core areas of this course.

### (12) 8<sup>th</sup> Grade English Language Arts: Decisions, Adversity, and the Future

8th Grade ELA (“**Decisions, Adversity, and the Future**”) may very well be the most challenging scope and sequence of essential topics and learning experiences, as the course is conceptually designed to push students to the edge of their foundational years (3) and on towards a new phase of application and development of their skills, knowledge, and mindsets as leaders. The rigor and gravity of topics will push student learning and development, both from a literary standpoint and an individual lens. Decisions, Adversity, and the Future begins with a focus on the linkage of decisions-actions-consequences, as well as adversity, conflict and change. We then revisit the 6th grade spring focal topic of our view of the world and ourselves, juxtaposing our past approach to this topic with now through production-centered, and community learning experiences. Cite strong textual evidence, supporting an analysis of what the text says explicitly, including identifying irrelevant evidence; analyze a text’s theme, how it’s developed, and its relationship to a text’s elements; draw inferences and craft objective summaries; analyze an element’s role amongst other elements in a text, and how its structure impacts to meaning and style; determine figurative/connotative meanings, including analysis of word choice and style; analyze differing points of view and their impact; and analyze how texts draws on other texts, historical events, etc (e.g., identifying biblical allusions). By the end of this course, students will be able to: Support arguments with logically-organized, accurate evidence from credible sources, addressing opposing claims; develop, examine, and preview a topic by organizing ideas into broader topics effectively; craft descriptive narratives, sequencing its events effectively and employing narrative techniques (e.g. dialogue); write with clarity and coherence, as appropriate to a prompt, purpose, and audience, strengthening writing iteratively (e.g. revision); research the answer to a question, collecting relevant sources and creating specific questions for further inquiry; and construct, revise, effectively collaborate on, and successfully publish and present writing/ideas with clarity and coherence. We bring our 8th graders to the culminating topic of “Past, Present, and Future” alongside of their final CCSS ELA-standards-based portfolio defense, allowing them to take stock in their growth through the foundational stage of DreamHouse while also envisioning their next steps into ninth grade.

### (13) 8<sup>th</sup> Grade Social Studies: The United States Effect

8th grade Social Studies will bring students to “the Continent” to explore what would traditionally be “U.S. History”, with a twist. The purpose of **The United States Effect** is not to memorize historical events in the United States, but, with a critical lens, research, explore, and analyze historical accounts that form the narrative of the United States. From early contact to early American society and government, western expansion and “Manifest Destiny”, the Civil War, Reconstruction, global impact, nationalism, and citizenship, students will immerse themselves in critical thinking and examination of historical events. Guided by HCPS III and ELA Common Core State Standards, as well as choice texts like

CRDG History of Hawai'i that highlight unique perspectives of historical accounts, students will leave 8th grade Social Studies with a more comprehensive, and perhaps conflicted, view of the country under whose flag they live.

#### (14) 8<sup>th</sup> Grade Mathematics: Reasoning Through Relationships

**Reasoning Through Relationships** is grounded in modeling, quantitative relationships, spatial analysis, and reasoning. Building on Applications (6th) and Solving Problems through Relationships (7th), students will leave this course knowing the following: **(1) how to model relationships with graphs and equations in order to analyze situations and solve problems; (2) how to construct nonlinear functions via exponents; (3) applications of the Pythagorean Theorem and quadratic functions; and (4) mathematical representation using symbols, symmetry, and systems.** Students will ultimately demonstrate CCSS Mathematics standards understanding by analyzing a local data phenomenon and building model- and function-based analysis, generating model- and function-based solutions, and publicly presenting findings that acknowledge different systems and patterns within our context.

#### (15) 8<sup>th</sup> Grade Science: Earth & Space Science 101

**Earth & Space Science 101** focuses on Earth from three perspectives: as part of a solar system, as a planet, and as our world. Students will leave this course able to explain: **(1) SOLAR SYSTEM: Earth's place in the Universe, our solar system, how the motion of Earth explain seasons and eclipses, how people figure out that the Earth and life on Earth have changed through time; (2) PLANET: how materials in and on Earth's crust change over time, how the movement of tectonic plates impact the surface of Earth, how water influences weather, circulates in the oceans, and shapes Earth's surface, factors that interact with and influence weather, and how living organisms have changed the Earth and how Earth's changing conditions impact living organisms; and (3) WORLD: availability of needed natural resources related to naturally occurring processes, predicting natural hazards, human activities and the affect on Earth systems, and how we know our global climate is changing.** Students will meet New Generation Science Standards as they build and defend, through public presentation and exhibition, assessment of our planet / "human world" as one small component of the solar system.

#### (16) 8<sup>th</sup> Grade Community Theatre

Modeled from *Playback Theatre* and *Theatre of the Oppressed*, **Community Theatre** engages students in restorative practices, behavioral development, and community building. Students will own and master the following: **(1) creating healing spaces and protocols; (2) narrating positive behavior and productive life choices; and (3) designing experiences that create and strengthen community.** The culminating project / experience will be a series of live, student-directed Playback Theatre episodes that incorporate real-life issues, solutions, and leadership in communities.

#### (17) World Language: Foundations II

**World Language: Foundations II** builds from Foundations I by following a similar developmental structure of communication development, cultural understanding, and comparative analysis. Students will exit Foundations II being able to: **(1) converse on an advanced basic-intermediate level via both speaking and writing; (2) interpret dialogue from native speakers and diverse media sources; (3) effectively present (in the language) to an audience; (4) lead discussion around cultural perspectives of countries / peoples who speak the language; and (5) generate original patterns and relationships across different languages, cultures, and countries.** Students will create, present, and showcase their

knowledge through a group public exhibition, demonstrating 21st Century communication skills, understanding and language-based collaboration in each of the five core areas of this course (i.e live language-based interactions, group presentation / discussion, etc.).

**APPLICATION & DEVELOPMENT (9,10) OUTCOMES:** If the following outcomes are achieved, our students will have the skills, knowledge, and mindsets to succeed in the Ownership & Graduation stage.

**(1) 9th Grade English Language Arts: Language, Spirit, and Empathy (*English Language Arts I*)**

Opening high school ELA and the Applications & Development stage of DreamHouse is **Language, Style, and Empathy**. Through this course, students will be able to do the following: **(1) analyze author’s purpose, central theme, and use of language from a wide variety of fictional and nonfictional text; (2) compose original arguments and coherent, grade-appropriate works of writing; and (3) engage in effective communication with and present to diverse groups of people demonstrating understanding and personal style**. Students will ultimately create, conduct, and co-assess literature circles that require participants to engage with text and participants while demonstrating intra- and interpersonal awareness.

**(2) 9th Gr. Social Studies: Hawai’i, U.S., World (*Modern Hawaiian History, Participation in Democracy*)**

**Hawai’i, U.S., World** will build perspective of interrelated events and influences that have shaped the islands, country, and world in which we live. This course requires the following from our students: **(1) a deep analysis of how local historical events have impacted current political environment and government; (2) formulating a widened perspective of how U.S. politics and economics influence citizenships and democracy; and (3) examining societies around the world to explore similarities and differences**. The final product of this course will be building a Hawai’i-U.S.-additional country comparison that presents original perspective and conclusions on democracy.

**(3) 9th Grade Mathematics: Algebra & Modeling 1.0 (*Algebra I*)**

**Algebra & Modeling** develops students’ problem-solving abilities through expressions, equations and inequalities, and functions. Students will grow their reasoning and modeling abilities through: **(1) creating and interpreting rational expressions; (2) designing solutions through polynomial relationships; (3) constructing equations; and (4) solving systems of equations and representing graphically**. As a culminating project, students must (a) research and present a local problem, (b) formulate, compute, interpret, and validate a viable solution, and (c) report findings publicly (i.e. exhibition, letter of local elected representative, etc.).

**(4) 9th Grade Science: Life Science (*Biology*)**

**Biology** focuses on the life, and the building blocks of the world in which we live. Students will leave Biology being able to speak knowledgeably to the following concepts: **(1) MOLECULES & ORGANISMS: the lives and growth of organisms; (2) ECOSYSTEMS: interactions between organisms and environment and corresponding effects; (3) HEREDITY: the passing of characteristics from one generation to the next, including species adaptations; and (4) BIOLOGICAL EVOLUTION: species and evidence showing relationships**. End of course summative project will require students to (a) perform a deep examination of one of the 150 ecosystems found in the Hawaiian Islands, (b) elaborate on each of the previous four concepts with regard to their ecosystem, and (c) report findings publicly (i.e. exhibition, letter to science journal, post on a science website, etc.).



**(5) 9th Grade Physical Education: Living Fit (*Lifetime Fitness + Physical Education Elective*)**

**Living Fit** is about integrating physical activity into an active and healthy life. Honoring each child's physical ability, students will develop the following: **(1) MOVEMENT via activities, skill development, team sports, and etiquette; and (2) FITNESS & CONDITIONING goals, routines, and understanding of benefits.** As a final product, students will research, design, and present/perform a fitness plan that builds an active and healthy lifestyle (i.e. yoga routine, workout calendar, Great Aloha Run training schedule, etc.). The second part of this course will be the implementation, monitoring, adjustment, and reflection on this plan. Students will leave the course having participated regularly in a physical activity and improved their overall fitness.

**(6) 9th Grade Language: Language I (*World Language*)**

**Language I** is focused on building literacy (reading, writing, speaking), cultural understanding, and cultural comparison. Students will **(1) use core language engage in multidimensional communication (Q&A, expression, opinion, etc.); (2) interpret written and spoken language from a diverse spectrum; (3) present oral and written community; and (4) examine cultural relationships and linguistic concepts of target language.** Students will create, present, and showcase their knowledge through a group public exhibition, demonstrating (a) 21st Century communication skills, (b) cultural understanding, and (c) language-based collaboration in each of the four core areas of this course.

**(7) 10th Grade English Language Arts II: Truth, Freedom, and the Human Condition (*ELA II*)**

Application & Development ELA concludes with "**Truth, Freedom, and the Human Condition**", a course that focuses on life's most influential forces. Following the course, students will be able to do the following: **(1) construct original meaning and perspective from various text-based details; (2) reason, explain, and convey complex ideas through grade-appropriate writing; (3) collaboratively discuss vague/complex topics with purpose and poise; and (4) demonstrate clear and effective use of the English language.** The final summative will require students to create an original literary piece (written, spoken, both) that ties together "human-ness", freedom, and truth, while demonstrating grade-appropriate mastery of the aforementioned reading, writing, speaking, listening, and language standards.

**(8) 10th Grade Social Studies: The Impact of History (*U.S. History & Government*)**

**The Impact of History** takes a deep dive into historical time periods, events, and people that have shaped the country in which we live. Students will leave this course knowing the following: **(1) how to balance inquiry, empathy, and perspective when examining key details of the past; (2) crucial time periods, events, and people within the United States that have influenced our lives today; and (3) the relative impact and consequences of these time periods, events, and people.** Students will finish the course by creating a research project and public exhibition in answer to the following question: "We study history so as not to repeat mistakes of the past, so what then is our responsibility (individually and collectively) to the future?"

**(9) 10th Grade Mathematics: Proof & Geometry (*Geometry*)**

**Proof & Geometry** explores congruence, similarity, modeling through geometric properties, measurements, and application. **Students will leave the course being able to perform the following: (1) prove geometric theorems and make geometric connections; (2) prove theorems involving similarity and apply trigonometric properties to solve problems; (3) geometric measurement of**



**volume, circles, and multi-dimensional plans; and (4) express geometric properties through algebraic equations and modeling situations.** The final product of this course will be a project where students design and publicly present a purposeful, community-centered building for the Ewa Beach community that incorporates the major geometric concepts, theorems, and applications of this course.

**(10) 10th Grade Science: Physical Science (*Physics / Science Elective*)**

**Physical Science** is a course designed for the study of matter and energy. Students will leave the course having investigated, analyzed, modeled, and constructed answers to the following questions: **(1) how can one explain and predict interactions between objects and within systems of objects; (2) how is energy transferred and conserved; and (3) how are waves used to transfer energy and send and store information?** Students' end-of-course presentation of knowledge will require an original case study, analysis, and application of knowledge from the three core areas of this course to a local physical science phenomena (i.e. geological, ocean-based, etc.).

**(11) 10th Grade Holistic Health (*Expository Writing & Health Today & Tomorrow*)**

**Holistic Health** focuses on building awareness, establishing and communicating intentions, and engaging in advocacy and promotion of natural health. Students will leave this course being able to do the following: **(1) better speak to and access trustworthy information around healthy, safety, and wellness; (2) practice and enhance healthy behaviors through research, introspection, and influence analysis; (3) set and achieve health-related goals in an authentic, safe, natural manner; and (4) communicate and advocate for self, others, and community.** Students will be required to produce multiple writing products that show development in structuring, design, revision, citing, and voice, as well as spoken word presentations that build delivery, clarity, and audience adaptation skills. The final project for Holistic Health requires each student to develop a research project on a mental, physical, or emotional health topic impacting children in Hawai'i, including analysis, grade-appropriate writing, and public presentation of research, findings, and proposed plan for solution.

**(12) 10th Grade Language: Language II (*World Language*)**

**Language II** builds on Language I and will develop deeper skill and knowledge across literacy (reading, writing, speaking), cultural understanding, and cultural comparison. Students will: **(1) use core language engage in multidimensional communication (conversational Q&A, providing details, etc.); (2) interpret written and spoken language through critical listening and reading; (3) present oral and written communication about a familiar topic; and (4) compare cultural relationships and linguistic concepts of target and own language.** Students will create, present, and showcase their knowledge through a group public exhibition, demonstrating (a) 21st Century communication skills, (b) cultural understanding, and (c) language-based collaboration in each of the four core areas of this course.

**OWNERSHIP & GRADUATION (11,12) OUTCOMES:** if the following outcomes are achieved, our students will have the competencies, skills, and content knowledge to succeed in postsecondary opportunities including college and career.

**(1) 11th Grade English Language Arts: Social Justice 1.0 (*English Language Arts Elective*)**

**Social Justice 1.0** lifts up and examines social movements from around the world, past and present, drawing comparison, difference, and local application. Students will leave being able to do the following: **(1) critically compare different themes, perspectives, and interpretations of diverse authors and a wide array of literature; (2) analyze detail, structure, contributing sources of knowledge, and**

**argument of various informational texts; (3) construct written arguments using reasoning, evidence, complex ideas, and original style at a grade-appropriate level; and (4) initiate and participate effectively in open-ended, collaborative discussions.** Over the course of the year, and as a final summative project, students must create a detailed plan for a social justice movement modeled from a historical example, incorporating these literary expectations and applying to our island community.

### **(2) 11th Grade Social Studies: Then to Now (World History & Culture)**

Then to Now brings students from pre-modern times, through origins of global interdependence, revolutions, the 20th century, and our current, contemporary world. Students will have done the following after this course: **(1) examined pre-modern cultural traditions and global interactions; (2) analyzed the various origins of global interdependence; (3) differentiated between various revolutions and industrial growth periods; (4) compared ideological, political, and independence movements of the 20th century; and (5) assess technological, geopolitical, governmental, and economic influences on our contemporary world.** Final product will require students to answer, in depth (e.g. through a research-based, public presentation / performance), the following question: “To what extent have human rights been impacted by developments in world history and culture, and where are we headed as a human species?”

### **(3) 11th Grade Mathematics: Algebra & Modeling 2.0 (Algebra II / Math Elective)**

**Algebra and Modeling 2.0** deepens students’ ability to apply mathematical reasoning to everyday life through complex number systems, quantities, and connecting expressions, equations through the use of modeling and graphical visualization. Students will develop problem-solving abilities through doing the following: **(1) reasoning quantitatively through the manipulation of complex numbers and polynomials; (2) model vector quantities and matrices while transforming functions through graphical application; (3) solve rational and radical equations and functions while analyzing their behavior; (4) construct and compare linear, quadratic, and exponential models; and (5) apply basic trigonometric functions to model various purposes and phenomena.** As a culminating project, students must (a) research and present a local problem, (b) quantitatively reason, construct a viable argument, and model a structured solution, and (c) report findings publicly (i.e. exhibition, math journal, etc.)

### **(4) 11th Grade Science: Chemistry (Science Elective)**

**Physical Science II** is built around the structure, properties, and interactions of matter (chemistry). As a result of this course, students will know how to: **(1) hypothesize using the periodic table to predict relative properties of elements; (2) develop models to illustrate and explain patterns and outcomes for chemical reactions and energy changes; (3) apply scientific principles and evidence to explain temperature change and particle reaction; and (4) design mathematical representations to refine chemical systems.** At course end, students will apply chemistry-based scientific principles to everyday phenomena by developing an original model to illustrate/prove chemical reaction or thermodynamics and presenting, justifying publicly.

### **(5) 11th Grade Language: Language III (World Language / Elective)**

**Language III** builds on Language I and II and fluency across literacy (reading, writing, speaking), cultural understanding, and cultural comparison. Students will: **(1) use core language engage in multidimensional communication (exchange opinions and perspective); (2) interpret written and spoken language through critical listening and reading (describe main ideas and details, recall information from a wide array of messaging); (3) present creative oral and driver written**

**communication (paraphrase, summarize, inform); and (4) compare cultural relationships and linguistic concepts through analysis of patterns, behaviors, expressive products, and tenses.** Students will create, present, and showcase their knowledge through a group public exhibition, demonstrating (a) 21st Century communication skills, (b) cultural understanding, and (c) language-based collaboration in each of the four core areas of this course.

#### **(6) 11th Grade Elective: Spoken Word (*Drama & Theatre / Elective*)**

Modeled from the Indy Pulse spoken word youth program that focuses on reflection, advocacy, and inclusion, **Spoken Word** incorporates artistic expression, communication, and appreciation for performance. Students will: **(1) examine how arts are organized, communicate, and shape culture; (2) design original products that incorporate reflection, creative communication, and various forms of visual arts, music, drama, and dance; and (3) deliver to a public audience their products.** Students will leave this course having researched, created, and delivered an original spoken piece.

#### **(7) 12th Grade English Language Arts: Social Justice 2.0 (*ELA Elective*)**

**Social Justice 2.0** challenges students to critically examine Hawai'i through lenses of privilege, wealth, and opportunity. Students will end this course having done the following: **(1) taken a deep dive into local literature focused on movement-building and social justice issues; (2) written op-ed pieces for public distribution incorporating grade-appropriate language; (3) spoken publicly to shed light on issues and solutions that occur on a daily basis here in our islands; and (4) engaged in deep listening and partnership with local change agents to foster understanding and commitment to enacting positive change for our island community.** The capstone project will be a culminating written or spoken piece on a public, statewide level that incorporates Stage III demonstration of DreamHouse Core Competencies, command over the English language, and deep empathy with those affected by issue.

#### **(8) 12th Grade Social Studies: Organizing (*Social Studies Elective*)**

**Organizing** follows Marshall Ganz's Harvard Kennedy School of Government course on movement-building through organizing, adapted to high school ELA and aligned to ELA CCSS. Following this course, students will: **(1) understand conceptual frameworks in organizing including examples, people, and stories; (2) be able to tell their own story in an "organizing-friendly" way; (3) have practiced and developed a common approach to building relationships; (4) know how to coach peers and even strangers; (5) develop a working understanding for how to build teams, strategize, and enact a movement.** The final project, appropriately, is to design and enact a local movement that demonstrates deep research through text and media, application of writing and speaking organizing techniques, grade-appropriate use of the English language, and an empathetic disposition with those affected.

#### **(9) 12th Grade Mathematics: Statistics & Probability (*Math Elective*)**

**Statistics & Probability** builds skill around making informed decisions with data that incorporates variability, randomization, and probability. Students will be able to do the following through the course: **(1) summarize, represent, and interpret multi-variable data and linear models; (2) make inferences and justifying conclusions supported by sample surveys, experiments, and observational studies; (3) interpret data and compound events incorporating independence, conditional probability, and a uniform probability model; and (4) solve problems and evaluate decision outcomes using calculated values.** End of course summative will require students to investigate and interpret a set of local data points, build a conditional model incorporating concepts from the course, and design scenarios and justifications for outcomes (i.e. population growth, housing market, traffic, rail, etc.)

### **(10) 12th Grade Language: Language IV (*World Language / Elective*)**

**Language IV** builds on Language I, II, III and fluency across literacy (reading, writing, speaking), cultural understanding, and cultural comparison. Students will: **(1) use core language engage in multidimensional communication (events and their impact on culture being studied); (2) interpret written and spoken language through critical listening and reading (make inferences and predictions supported by textual evidence); (3) present creative oral and driver written communication (strategies appropriate for various purposes); and (4) compare cultural relationships and linguistic concepts through analysis of history, politics, and art while explaining themes, ideas, and perspectives.** Students will create, present, and showcase their knowledge through a group public exhibition, demonstrating (a) 21st Century communication skills, (b) cultural understanding, and (c) language-based collaboration in each of the four core areas of this course.

### **(11) 12th Grade Senior Project (*Drama/Theatre Elective*)**

**Senior Project** centers on demonstrating true embodiment of all five DreamHouse Core Competencies through “design creating” an initiative to serve our island community. Students will: **(1) EMPATHIZE - perform deep research on a local issue, opportunity, or phenomena through; (2) DEFINE - write and speak to their focal area through humility and empathy; (3) IDEATE - collaboratively generate as many solutions as possible for their focal area; (4) PROTOTYPE - collaboratively apply a solution to the issue, opportunity, or phenomena; (5) REFLECT - draft an in-depth case study, report, or plan based on action findings.** Outcome: students will have applied the design thinking process to a local issue, opportunity, or phenomena while embodying a unique voice, affirmed identity, servant leadership, commitment to our island community, and consciousness around the focal area and related implications.

### **(12) Personal Transition Plan**

The Personal Transition Plan will have been developed through grades 9-12 and will integrate with the students’ Individual Learning and Development Plan (ILDLP), Leadership Empowerment Agency Development (LEAD) programming, and multiple high school courses. Students will have set goals, leveraged resources, compiled evidence of action, and incorporated self- and peer-evaluation along the way. Outcome: student will be prepared to transition smoothly to higher education or immediate career opportunity.

2. A clear description of the rigorous academic standards that will be used at the proposed school including:
  - a. A rationale for inclusion each set of standards that the proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan; and
  - b. A clear articulation of how the standards based curriculum will be aligned to standards-based instruction, standards-aligned formative and summative assessments and standards-based grading and reporting of student progress.

COURSES	STANDARDS	RATIONALE
ELA (6-12), Math (6-12)	Common Core State Standards (“Common Core”)	Common Core offers rigorous, college- and career-aligned, skill-based standards across Math and English Language Arts. As we are a middle and high school focused on opening doors of opportunity, including higher education, we feel the vertical integration from 6-12 in both of these core classes offers students seven years to develop skills and content mastery. In addition, the ELA standards support our Social Studies, Hawaiian Studies, and additional elective curriculums, offering students additional opportunities to develop the skills. Lastly, the Smarter Balanced Assessment is aligned to Common Core, and ultimately this is a core metric within the STRIVE HI accountability system.
Science Courses (6-11)	Next Generation Science Standards (“Next Gen”)	Next Gen Standards offer rigorous standards that focus on skill mastery and higher-level thinking. Beyond content (i.e. Middle School Life Science), the standards highlight practices, core ideas, and crosscutting concepts that develop critical thinking. These standards link nicely to the Common Core and ultimately drive the Science component of the STRIVE HI accountability system.
Social Studies (6-12), Electives	Hawai’i Content Performance Standards III (“HCPS”)	Our state standards offer contextual, vertically aligned, and scaffolded standards across many of the core and elective courses we will offer. HCPS III offers content alignment, while CCSS for Social Studies and ELA will be woven into the developed curriculum to focus on additional skill development. In addition, HCPS III will drive content alignment and mastery for Physical Education, Health, Expository Writing, Drama/Theatre, Senior Project, and World Language courses.

3. A reasonable and sound timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the virtual learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

**CRITERIA FOR COURSE DEVELOPMENT (what each course requires):**

COMPONENT	DESCRIPTION
Course Goals & Outcomes	Overall goal (north star) for the course, as well as a description of intended outcomes that, if achieved, will lead children to academic success and college- and career-readiness.
Term-specific Essential Questions	Overarching, essential questions that drive learning throughout the years. These questions guide unit focus, topics of discussion, and text.
Nā Hopena A’o	Term-specific HĀ area of focus, aligned to six statement-based dispositions, that

Statement in Focus	focus on personal and holistic development.
Core Competency Alignment	The integration of Core Competencies within each course, how they are relevant, and how they are being developed through content and learning.
Connected Learning Design	Principles for designing a 21st century learning environment and how they shape the classroom environment and delivery of content.
Unit Descriptions	Detailed account of unit title, focus, and overall focus of learning.
Standards Alignment	Standards are thoughtfully scaffolded, grouped, and paced over the course of the year; all standards must be integrated into yearlong plan (no gaps).
Assessment Overview	Description of summative assessment (and rubric, if applicable / available) that will allow students to produce and demonstrate content mastery, skill development, and personal growth.
Key Instructional Strategies	A list of key instructional methodology or specific strategies that will bring curriculum to life and support the design of dynamic learning environments.
Unit & Lesson Example(s)	The first, or multiple, units of every year should be completed with the yearlong plan; lessons as well.

#### OVERALL TIMELINE:

GRADE	STATUS	EXPECTED COMPLETION / NOTES
6th	Developed or in-development	Spring and Summer 2017
7th and beyond	Course map and outcomes developed; curriculum materials to be developed with staff and external partners each successive year.	7th grade - Late Spring 2019 8th grade - Late Spring 2020 9th grade - Late Spring 2021 10th grade - Late Spring 2022 11th grade - Late Spring 2023 12th grade - Late Spring 2024

#### 6TH GRADE SNAPSHOT:

COURSE	TIMELINE / DESCRIPTION	INFLUENCERS
6th Grade ELA - "Self, Us, Now"	<b>Complete. Posted to DreamHouseEwaBeach.org</b> <i>Academic Plan Alignment:</i> ELA is driven by an overall goal and essential questions, which highlight core outcomes to be achieved. Unit-based learning experiences are inquiry-based, while deeply focusing on bringing identity into the academic space. Assessments are growth-oriented and encourage the demonstration of developed leadership skills, allowing for students	Kirsten Rogers, Meilan Akaka Manfre, Alex Teece

	to measure progress, course correct (a key piece in the Academic Plan), and ultimately re-align to the goal of the course.	
6th Grade Social Studies	<b>In development.</b> We are building this in-house in alignment with the scope and sequence of ELA, various topics from the HCPS III, and an emphasis on re-shaping perspective. <b>Expected Completion: February 2017</b>	Alex Teece, Kirsten Rogers, Dane Carlson
6th Grade Math	<b>In development.</b> We are re-imagining the adaptable Connected Math Program to create a more contextual, flexible curriculum map. The units, standards, and overall thematic components are aligned to our Academic Plan’s goal-orientation, emphasis on inquiry, focus on assessment, and ability to course-correct / develop. <b>Expected Completion: Late Spring 2017</b>	Dr. Deborah Zuercher, Dr. Joe Zilliox, Jane Henzerling, Alex Teece, Danielle Lerro
6th Grade Science	<b>In development.</b> Collaborating with multiple professors at UH College of Education and the Curriculum Research & Development Group to build out a Next Gen-aligned curriculum. <b>Expected Completion: Late Spring 2017</b>	Dr. Deborah Zuercher, Alex Teece, CRDG personnel
6th Grade Hawaiian Studies	<b>In development.</b> Collaborating with multiple local, Native Hawaiian colleagues to inform the design of a non-traditional Hawaiian Studies course. CRDG modules and text will outline the year as the material is conducive to inquiry, deeper learning, and production-based assessment (all key components of the Academic Plan). Additional unit development and modifications underway. <b>Expected Completion: Late Spring 2017</b>	Dane Carlson, Dani Espiritu, Meilan Akaka Manfre, Dr. Walter Kahumoku III, Dr. VerlieAnn Malina-Wright, Alex Teece

**7TH GRADE AND BEYOND:** Following the development of our 6th grade materials, each successive year will be collaboratively developed by DreamHouse teachers, Leadership Support Team (LST) members, and external partners. The timeline for 7th grade development is as follows (and would repeat each year for each successive grade):

COURSE	TIMELINE / DESCRIPTION	COLLABORATORS
7th Grade Courses	<b>November/December 2018</b> - teachers and LST determine whether curriculum is effectively moving children towards academic goals, core competencies, and expected skill development; collaboratively decide which curriculums will need revision, how, and which courses will need a new approach; explore new options aligned to Academic Plan; <b>January/February 2019</b> - share with School Board Academic Committee, Community Council, and Students potential options; consider feedback; teachers & LST choose curriculum decisions for 7th grade (19-20 SY); <b>March/April/May 2019</b> - teachers, LST, key partners design 7th grade courses together; <b>June 2019</b> - all new 7th grade curriculum ready to go.	Current Teachers, LST, School Board Academic Committee, Community Council, Students, Key Partners



New 7th Grade Courses	<p><b>January/February 2019</b> - offer opportunity to new hire candidates to design semester-long curriculum aligned to DH Vision, Academic Plan, and Educational Model; if accept, curriculum is due June 2019. If not, LST + School Board Academic Committee searches for appropriate curriculum, or develops in-house.</p> <p><b>March/April/May 2019</b> - curriculum development</p> <p><b>June 2019</b> - all new 7th grade curriculum ready to go.</p>	LST, School Board Academic Committee, New Hires, Students
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4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

**Individual Student Academic Goals / Targets:** 100% of students meet ILDP goal each year.

- *Individual Learning & Development Plan (ILDP)* - individual student portfolios that leverage internal summative and diagnostic platform growth data and build out personalized targets and goals for each course.
- *Keep-Up Goal* - for those students entering grade level at or above proficiency (as measured by previous SBA results, assessment platforms, or internal diagnostics), our goal is to maintain their on-grade level proficiency for the respective grade. For those highly accelerated students, we will set additional academic reach goals and determine cognitively appropriate programming.
- *Catch-Up Goal* - for those students who are not proficient (as measured by previous SBA results, assessment platforms, or internal diagnostics), our goal is to set individual growth target so they will be on a path to being 100% as early as possible, and by the end of 8th grade at the very latest.

**Student Cohort Academic Goals:** Cohorts are individual grade levels, and goals/targets are as follows:

- **In 6th and 7th grade**, 100% of students nearly meet or meet standard for ELA and Math as measured by the Smarter Balanced Assessment.
- **In 8th grade**, 100% of students meet or exceed standard for ELA and Math as measured by the Smarter Balanced Assessment;
- **In 9th & 10th grade**, 100% of students meet their individual academic goals in their Individual Learning & Development Plan (ILDP).
- **In 11th grade**, 100% students meet standard for ELA and Math as measured by the state high school assessment.
- **In 12th grade**, 100% of students graduate and are accepted to a 4-year college or university.

**Whole School Academic Goals:** 100% of students from each grade meet ILDP goals.

*Assessment Measures:* Externally, the Smarter Balanced Assessment will offer a barometer for proficiency across ELA and Math, while the Hawai'i State Assessment will cover Science. Aside from these external metrics, DreamHouse will leverage diagnostic and growth platforms, as well as internal formative and summative assessments, to actively gauge proficiency and growth.

5. A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the

instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

We believe in continuous assessment, monitoring, analysis, and programmatic adjustment to best meet the needs of our students. Our data inquiry process will be collaborative and inquiry-based in nature, working to isolate key levers impacting student achievement. Three unique processes will be used: 1) **administer & collect**, 2) **analyze & inform**, 3) **adjust & professionally develop**. All three stages may happen simultaneously as the collection of different data points and evolving standards mastery and focus will continue throughout the academic year.

**(1) Administer & Collect** - Three main strands of data will be focused on to encompass the diagnostic, formative, benchmark / interim, and summative assessment spectrum:

*Smarter Balanced Assessment (SBA) & Hawai'i State Assessment (HSA)* - administered online over the spring quarter; fall practice tests

*Diagnostic and Growth Platforms* - we will utilize multiple literacy and mathematics diagnostics to gather baseline data for students and whole school; inform the Individual Learning and Development Plan (ILDLP), differentiation, Special Education supports, RTI preemptive supports;

*Internal Summative Assessments* - unit-based, course-specific, standards-aligned assessments offer content mastery and proficiency snapshots for non-SBA/HSA courses/grades.

**(2) Analyze & Inform** - Four separate entry points will allow for the continuous analysis of data and will help inform practice.

*Professional Development (PD) Days - Six / Year* - there are six PD days allotted to schools via the HIDOE master schedule (i.e. 2018-19). In the beginning of the year there are four PD days, one of which will be spent for data and assessment planning, professional development, calendaring, alignment, and strategizing around an ongoing conversation grounded in continuous data analysis and incorporation.

*Staff Huddle - Once / Month* - at our Wednesday staff huddles, once a month, we will devote time to identify areas of growth and concern, and highlight areas of focus. These sessions will follow the DataWise and Meeting frameworks designed by Kathy Boudett at the Harvard Graduate School of Education, which employ research-based, practical protocols for collaborative data inquiry and planning.

*Instructional Coach Co-Analysis - Twice / Month* - During the "20% time" at least twice per month, the Instructional Coach will partner with individual (or multiple) teachers to dig into formative and summative data and co-analyze, examine instructional practices, develop an action plan around data improvement, and schedule time to observe/debrief.

*ILDLP Meetings - Five / Academic Year* - The Leadership Support Team will lead co-building the ILDP alongside of students and parents, creating a strong understanding how multiple data points are impacting overall achievement and growth. Students, parents, Leadership Support Team, and teachers will revisit the ILDP throughout the year.

**(3) Adjust & Professional Development** - Built into the data analysis days and timing throughout the year are opportunities to adjust course and to develop professionally in an adult learning community. Leadership Support Team will engage in this process alongside of teachers and actively seek feedback regarding additional professional development ideas / requests.

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The

description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school’s Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the virtual learning components to result in a coherent instructional program.

DreamHouse educators serve as guides, coaches, and facilitators of learning. The following represents our pedagogical approach to instructional strategies to create a dynamic, inquiry-driven, student-centered learning environment (among others):

TEACHER-GUIDED LEARNING ENVIRONMENT	STUDENT-DRIVEN LEARNING ENVIRONMENT
<p><i>Teacher responsible for designing/guiding learning experience.</i></p> <ul style="list-style-type: none"> <li>• <b>Direct instruction</b> (e.g., mini-lessons, modeling, lecture);</li> <li>• <b>Guided Practice</b> (i.e. science experiments, literature circles, problem-based inquiry)</li> <li>• <b>Independent Practice</b> (i.e. production-based demonstration of standard mastery)</li> <li>• <b>Essential questioning</b> (i.e., pose question, offer resources, set parameters/expectations)</li> <li>• <b>Activating prior knowledge</b> (e.g., pre-assessment, “Know, Want to Know, Learned” chart);</li> <li>• <b>Case Studies</b> (i.e. designing, leading discussion and questioning; case expert);</li> <li>• <b>Socratic discussion</b> (i.e., formal, student-driven discussion during which leader asks open-ended questions while participants engage in dialogue, reflection, response).</li> </ul>	<p><i>Student responsible for designing/guiding learning experience.</i></p> <ul style="list-style-type: none"> <li>• <b>Tutorials</b> (i.e., self-directed activities applying knowledge/skills);</li> <li>• <b>Open Networking</b> (e.g., public/community presentations);</li> <li>• <b>Co-lesson design</b> (student-designed learning experience);</li> <li>• <b>Peer/self assessment</b> (i.e., use rubric to evaluate other/own work)</li> <li>• <b>Co-design LEAD Block</b> (i.e. work with teacher, fellow students to design 40-min LEAD Block experience)</li> <li>• <b>Co-design assessment</b> (i.e. build unit summative aligned to learning objectives)</li> <li>• <b>ILDP design</b> (i.e. student-led co-investigation and development of academic and personal goals);</li> <li>• <b>Portfolio development &amp; public defense</b> (i.e. construct presentation and defense of learning that spans year, content areas, LEAD programming, ILDP growth, and achievement)</li> </ul>

In addition to a these strategies, we have engaged the Community Training and Assistance Center (Boston, MA) who has developed over 50 instructional approaches that use complementary strategies aligned with our academic model. We have listed some of the strategies in **Attachment H**.

**Interventions and Modifications** | To support students struggling with these instructional methods, and in alignment with our RTI supports, we will employ the following:

- **Multilevel Pairing** - in-class pairing with a student who “gets it” and can support (this is also an advanced differentiation technique supporting higher-level thinking and learning for supporter);
- **Chunking** - identifying and grouping information in conceptual or pattern-based methods
- **Scaffolding** - separating components of content / skill development while building in temporary support strategies that help students gradually move towards mastery;

- **Multiple Intelligences** - re-designing learning experiences to reach students through their optimal learning mode (e.g. visual, kinesthetic, intrapersonal, etc.)
- **Extensive Learning Plan** - if all else fails, and student is still struggling through multiple instructional environments, multiple stakeholders (student, parent/guardian, teacher, Special Ed Lead, Instructional Lead) will work to design appropriate supports and modifications for learning; this would be the first step towards evaluation.

7. Graduation Requirements.

- a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE’s graduation requirements.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

**BOE Requirements** - Course and credit requirements for graduation are directly aligned to the Hawai’i State Board of Education, with the necessary course offerings to earn a BOE Recognition with Honors, including Academic and CTE Honors. Minimum graduation requirements for high school will require student to have completed grades 9-12 (D or better) earning at least 24 credits across required courses, including electives. The following is the HI BOE requirements:

Course & Credit Requirements for Graduation (24)	Grade	GPA Points
<ul style="list-style-type: none"> <li>• <b>4 credits ELA</b> including: English Language Arts 1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing (0.5 credit); and English Language Arts basic electives (1.5 credits)</li> <li>• <b>4 credits Social Studies</b> including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)</li> <li>• <b>3 credits Math</b> including: Algebra 1 (1.0 credit); Geometry (1.0 credit); and mathematics basic elective (1.0 credit)</li> <li>• <b>3 credits Science</b> including: Biology 1 (1.0 credit); and science basic elective (2.0 credits)</li> <li>• <b>2 credits World Language:</b> Language I, II (1.0 credit/ea);</li> <li>• <b>1 credit Physical Education</b> including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)</li> <li>• <b>0.5 credit Health</b> in Health Today and Tomorrow</li> <li>• <b>0.5 credit</b> Personal Transition Plan</li> <li>• <b>6 credits Electives</b> (Any Subject Area; Running Start qualifies)</li> </ul> <p><b>Elective offerings:</b> Social Justice 1.0, Social Justice 2.0, Organizing, Algebra II, Statistics &amp; Probability, Physical Science I (Physics) &amp; II (Chemistry), Living Fit (½), Language III, Language IV, Spoken Word, Senior Project</p>	A (94-100)	4.0
	A- (90-93)	3.6
	B+ (87-89)	3.3
	B (84-86)	3.0
	B- (80-83)	2.6
	C+ (77-79)	2.3
	C (74-76)	2.0
	C- (70-73)	1.6
	D+ (67-69)	1.3
	D (64-66)	1.0
D- (60-63)	0.6	
F (< 60)	0.0	

8. *Virtual and Blended Learning.* If the proposed school’s plan contains a *virtual or blended learning program*, as defined in the RFP:

Not Applicable; the school does not contain a virtual or blended learning program.

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

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

**VISION FOR SUPPORTING STUDENTS** | Each student will feel safe, productively challenged, and supported through our academics and school culture. Each child will develop a growth mindset, within a growth-oriented culture, and will be reinforced, respected, and welcomed for who they are as an individual. With the appropriate supports and interventions, all children can achieve to the best of their abilities.

**COLLABORATION APPROACH** | Our plan is broken into three phases: **(I) start of academic year, (II) during academic year, (III) end of academic year.** This plan will be driven by the members of the Leadership Support Team; the Operations Manager will take lead in scheduling, logistics, and general support; the Special Ed Lead will take lead on relationship manager with families and RTI integration in the classroom; the Instructional Coach will support the Special Ed Lead and teachers in RTI support, intervention, and integration; and the School Director will a) coach and support the Leadership Support Team, b) engage support partners, and c) initiate strategic planning and development around our RTI model including effectiveness review, analysis, and best practice evolution.

Beginning of Year: Phase I		
Students & Parents	Teachers & Leadership Support Team	Partners
<ul style="list-style-type: none"> <li>- Meet with student &amp; family to discuss year, needs, develop ILDP; strategize, calendar, and connect with additional resources</li> <li>- Student enters screening protocol (see “Screening Protocol” below)</li> </ul>	<ul style="list-style-type: none"> <li>- PD before start of year focused on pedagogy, instructional strategies, calendar, screening, tiers, referrals, and the “now clause”</li> <li>- Uploading student information and legal components (IEP, 504); plan supports</li> <li>- Co-build accommodations protocol and approach for all students</li> </ul>	<ul style="list-style-type: none"> <li>- Identify partners (Nonprofit, state, complex, national); engage; connect with families</li> </ul>

**During Year: Phase II**

Students & Parents	Teachers & Leadership Support Team	Partners
<ul style="list-style-type: none"> <li>- Check ins (once/month); IEP/504 meetings (quarterly); ILDP integration for students (LEAD); student-led conferences with student, parent, school (once/semester)</li> </ul>	<ul style="list-style-type: none"> <li>- Wednesday Huddles: Investigate and analyze student supports, interventions, modifications, and trends at the school</li> <li>- Engage in reflective and self-assessment work to examine our own impact on RTI snapshot (mirror work; what role do we play?)</li> <li>- Leadership Support - additional analysis and support for teachers re: RTI intervention, modification, reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Engage partners in observing, collaborating (e.g. parent meetings)</li> <li>- Share data snapshots so that partners can assess school RTI climate</li> </ul>

End of Year: Phase III		
Students & Parents	Teachers & Leadership Support Team	Partners
<ul style="list-style-type: none"> <li>- End-of-year meeting, reflection, and goal-setting / modifications for next academic year with family</li> <li>- End of year celebration and reflection</li> <li>- Changes to IEP / 504</li> <li>- Update ILDP and set plan for growth / learning over the summer</li> </ul>	<ul style="list-style-type: none"> <li>- Review results of end of year meetings with parents, students</li> <li>- Assess effectiveness of supports, interventions, and modifications; adjust as necessary</li> <li>- Review overall student tier movement; assess student data and results</li> <li>- Engage in reflective and collaborative process investigating our piece in this</li> <li>- Leadership Support – additional analysis and support for teachers; next steps</li> </ul>	<ul style="list-style-type: none"> <li>- Share successes with stakeholders; engage partners in end-of-year closeout, reflection</li> <li>- Engage partners in co-planning and vision-alignment for the next year</li> <li>- Engage new partners; deepen network of support for students and families</li> </ul>

**SCREENING PROTOCOL FOR ALL STUDENTS** - Before any response to intervention, before any consideration for modification, and before any talk of special needs and services, we need to establish a data snapshot of our school and a baseline for our students in literacy, comprehension, and fundamental mathematics. Our screening protocol, which will commence at the beginning of the year, will allow for us to establish a baseline, set benchmarks, measure growth throughout the year, and ultimately serve as an overall achievement data point at year’s end.

	WAVE 1 (August)	WAVE 2 (December)	WAVE 3 (May)
<b>Purpose</b>	Gather baseline for reading and math understanding, grade level, and gap areas	Measure growth in reading and math level aligned to start-of-year assessment	Measure overall growth and achievement for students, subgroups, and school aligned to diagnostic
<b>Student Action</b>	Take assessments - ELA (e.g. STEP, FIP, DRA); Math	Re-take assessment; reflect on performance, assess	Re-take assessment; reflect on performance, assess

	(e.g. STAR TerraNova, MAP); co-set ILDP and student growth goals	growth / gaps, and revamp ILDP	growth / gaps, and revamp ILDP for next grade; set summer goals
<b>Leadership Support, Teacher Action</b>	Identify growth, gaps, and obtain data for analysis and planning for semester one <i>(Consider iReady to monitor progress)</i>	Identify growth, gaps, and obtain data for analysis and planning for semester two <i>(Consider iReady to monitor progress)</i>	Identify growth, gaps, and obtain data for analysis and planning for next year <i>(Consider iReady to monitor progress)</i>
<b>Outcome</b>	Each student has baseline, 100-student cohort is mapped, unit/lesson data obtained, data analysis and data-driven decision making protocol normed	Students, subgroups, and overall cohort have growth data and students, teachers, and Leadership Support Team can measure growth / address gaps	School has data point for overall achievement for the year, reflection protocol exercised, students and families briefed, and goals for next year revised / set

**TIERING MODEL** | Our Response to Intervention (RTI) model will be both preemptive and intervention-based, allowing for multiple support strategies for individual students, sub-groups, and our school as a whole. Our three-tier support system begins with pre-screening including diagnostic assessments, individual meetings, family engagement, and a detailed, Individual Learning and Development Plan (ILDP) for every student (housed on *Infinite Campus*); at this time we will surface existing Individualized Education Plans (IEP) and 504 plans to be taken into consideration for tier planning and modification. An overview of the tiering system is below:

**Pre:** Design Individual Learning and Development Plan for all students aligned to academic values

**Tier 1:** Differentiated instructional supports and responsive classroom environment

**Tier 2:** Targeted interventions (i.e. in-class small group, structured tutorial support)

**Tier 3:** Intensive Interventions (i.e. one:one reading, external support, in-depth improvement plan)

**“Now Clause”** - this is an option for students, parents, teachers, and school members to request immediate additional support for a student; modification or intervention could be necessary given an unexpected event or trauma facing the student, an immediate drop in performance, or other exceptional circumstance that would warrant immediate tiering changes. Students joining us more than 4+ years behind in reading or math will receive this support.

Our process for identification and referral to appropriate tiers is as follows:

**(I) Identification** - this will happen primarily at the beginning of the year when we gather diagnostic screening data, IEP and 504 plans, and additional information from students and parents upon entrance. We will identify which students should enter the school on which tier of identified support. This may also happen during the year, as some students on lower tiers of support may need increased intervention and support throughout the year.

- *Tier 1* - if a student is on or close to grade level and has no specific learning needs, they will enter in and remain on tier I until identified as needing modification or intervention; this may be considered “general ed” and will be supported with highly differentiated instructional strategies and classroom environments;



- *Tier II* - if a student is more than one year behind in either Math or English, or begins to fall behind in formative and summative assessments (D or lower), this child will be identified in our tier II support stage and may be referred for targeted interventions such as small group learning and/or support from Special Ed teacher;
- *Tier III* - if a student is two or more years behind in Math or English, or begins to fall behind in formative and summative assessments (D average or lower), this child will be identified as possibly needing tier III supports and more intensive interventions.
- *Accelerated* - if a student is more than one year ahead of grade level in Math or English, this child will be recognized as accelerated and will receive additional enrichment opportunities at school, off-site via community partnerships, and potentially with higher education levels (local high school, UH West O’ahu, LCC). Unrestrictive also means “limitless”, and we aim to provide upward differentiation and opportunities for all of our students.

**(II) Referral** - the referral process serves as an entry point to identification for parents, teachers, administrators, and students. It norms and eases the process of receiving additional supports, without making it taboo to move up the tier structure or to ask for help.

- *Parents/Guardians* - at the beginning of the year, parents will be provided with a website, e-mail, and phone number to call to inquire about modifications or interventions for their child; informative briefings, in-class observations, and one:ones are all open to parents/guardians;
- *Teachers* - main point of on-site contact; we will provide avenues (similar form structure, template, open door) for teachers to show data backing identification, interventions, and referral, to leverage resource, and to recommend tier change or intervention;
- *School Members* - other individuals at the school can follow a similar protocol;
- *Student* - individual students will be encouraged to ask for help and to identify areas where they may need support; students may self-refer or refer peers in a supportive manner aligned to protocol;

**(III) Structure & Steps** - this will be the overall timeline and approach to what happens after a referral, decision, and initiation of tier modifications. Tiers are fluid, so students can transfer in between TIERS depending on their performance and need; this keeps the structure real-time and adaptive to current and anticipated student need.

If Referred to...	This will happen...	Timeline	If it is not working...
TIER I	- Instructional strategies and in-class supports such as student-pairing, in-class small groups, self-directed learning, or frequent check-ins with teacher / Lead;	2-4 weeks	TIER II
TIER II	- TIER I +... - Targeted interventions during Tutorial or LEAD block, led by Special Ed Lead, Instructional Lead, another teacher; “Push In”; intensive in-class support; one:one coaching - Platform support (iReady, ST Math, “Do the Math NOW”, Phonics BOOST)	4-6 weeks	TIER III
TIER III	- TIER II +... - More frequent one:one mentoring and support - Strategically engaging external partners in complex, state, and community circles	6-8 weeks	Evaluation

	- More intensive improvement strategies and planning with resources (i.e. teacher-mapped tutorial blocks)		
Evaluation	- Engage family, Special Ed Lead, teacher(s), evidence (data, qualitative), and previous interventions - Proceed through state IEP guidance framework for evaluating student for IEP	TBD	IEP
IEP	- Design comprehensive IEP services to support additional needs for student - Engage Evaluation stakeholders (e.g. social worker, speech pathologist, etc.) in strategically planning support, modification, measurement, and re-evaluation	TBD	TBD

**Considerations** - Our overall RTI model is designed to support *all* students. However, we realize that certain trends and themes of support emerge for identified and unidentified groups, and we aim to strategize and align support for children falling into the following groups: **Legal** - IEP, 504; **Far Behind** - below grade, at risk to drop out; **Far Ahead** - accelerated; and **Unique** - ELL, homeless, gender identity, trauma, military, disadvantaged, additional.

- *Legal - IEP, 504* - An unknown number (est. 6-10%) of our students will come to our school with IEPs and 504 accommodations from feeder schools. We will honor these needs, as well as our legal obligation to provide the necessary supports. This bucket will be the primary focus of our Special Education Lead and teachers in order to ensure proper, legal support.
- *Far Behind - below grade, at risk to drop out* - Students finding themselves far behind grade level, regardless of the circumstance, will identify with this bucket.
- *Far Ahead - Accelerated* - Students showing advanced proficiency in various subject areas, including but not limited to SBA ELA and Math scores, reading lexile, etc.
- *Unique - ELL, homeless, gender identity, trauma, military, economically disadvantaged, additional* - This bucket is for students who have unique needs such as being new to Hawai'i / the U.S. and need to develop fundamental English literacy and comprehension, students who are grappling with gender/identity issues, students who may have been subjected to trauma in their life, students from military families, students growing up in poverty and additional challenges that may arise.

**Evidence or Data Use** - Our founding board has deep personal experience rooted in teaching, supporting, and parenting children with special needs. Beyond our experience and perspective, we have grounded our model in recent data and trends within the 'Ewa Beach community as provided by HIDOE, ARCH ADC, STRIVE HI reports, and SBA assessments, as well as personal experience in the community.

2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
  - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;

Legal	Far Behind	Far Ahead	Unique
<i>a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;</i>			
Approximately 6-8% (HIDOE 2016-17 enrollment data); we model 9% in Attachment B to stay on higher side of range.	Between $\frac{1}{3}$ (high needs) and $\frac{2}{3}$ (non high needs) are proficient in both ELA and MATH; we expect $\frac{1}{3}$ - $\frac{2}{3}$ of our students to not be grade-level / proficient.	Based on STRIVE HI and SSIR reports, we anticipate less than $\frac{1}{3}$ of our students being accelerated upon entrance; this could change depending on our recruitment, lottery, and incoming cohort.	Based on SSIR reports from the 2015-16 school year for 'Ewa Beach, we are anticipating a 50%+ FRL population and 4-8% ELL. There is a larger military population around Iroquois Point, so depending on lottery numbers and neighborhood recruitment, we will better know our military population; trauma, gender identity, and additional groups are to be determined.

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

STUDENT	<i>b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;</i>
<b>Legal</b> (IEP, 504)	<ul style="list-style-type: none"> <li>• Curriculum (units, standards) will be modifiable for children with specific accommodations;</li> <li>• Daily schedule offers two blocks - tutorial, LEAD - for students to work with educators in small group, one-on-one, and zero in on specific growth areas outside of class blocks;</li> <li>• Special Ed Lead, Special Ed Teacher, Instructional Lead all serve as supports to individual students needing small group, one-on-one, or intensive coaching; teacher has one block / week free which can be used for additional coaching as well;</li> <li>• Instructional strategies to support students with specific needs include, but are not limited to: building in specific IEP/504 modifications into units and lessons, collaborating with student to identify least restrictive learning environment, spending tutorial reviewing modification effectiveness and adjusting course, among other student-focused methods (see above);</li> <li>• Resources - we are considering various platforms to help support students with specific needs including, but not limited to, Education Modified.</li> </ul>
<b>Far Behind</b> (below grade, at risk to drop out)	<ul style="list-style-type: none"> <li>• Curriculum is standards-aligned, making standards mastery and growth relative to where student mastery is currently; adjustments can be made;</li> <li>• Daily schedule offers two blocks - tutorial, LEAD - small group with educator, one-on-one, and zero in on specific growth areas outside of class blocks;</li> <li>• Special Ed Lead, Special Ed Teacher, Instructional Lead all serve as supports to individual students needing small group, one-on-one, or intensive coaching; teacher has one block / week free to offer additional support;</li> </ul>

	<ul style="list-style-type: none"> <li>• Instructional strategies to support struggling students include, but are not limited to: multilevel pairing with an accelerated students, small group instruction, intensive tutorial blocks / one-on-one, and individual learning plans that chunk learning, build in supports, and closely monitor progress.</li> <li>• Resources - we are considering various platforms to help support struggling students including, but not limited to, Education Modified.</li> </ul>
<b>Far Ahead</b> (accelerated)	<ul style="list-style-type: none"> <li>• Curriculums are aligned to standards that are vertically stacked; accelerated students can engage in standards / skill master from higher courses;</li> <li>• Daily schedule offers tutorial block to assist other students (serve as coach)</li> <li>• Staffing - classes are generally staff by one teacher and/or Special Ed Lead/Teacher, which gives accelerated students multiple opportunities to support and collaborate with other adults;</li> <li>• Instructional strategies - peer-teaching, higher order rubrics, external projects, and the possibility of college courses - coaching and development opportunities, as well as higher-level mastery of content;</li> <li>• Resources - Running Start, leadership opportunities within DreamHouse, external volunteer opportunities with community partners.</li> </ul>
<b>Unique</b> (ELL, homeless, gender identity, trauma, military, economically disadvantaged, additional)	<ul style="list-style-type: none"> <li>• Curriculum is locally contextualized and culturally sensitive, offering flexibility depending on student need</li> <li>• Schedule support multiple modes of learning - in class, student-driven tutorial, collaborative LEAD block;</li> <li>• Multiple staff are “off-duty”, meaning not teaching, at any given point throughout the day (5/9); adults are available to support needs;</li> <li>• Instructional strategies for this population will be determined as need arises, however empathy, listening, and partnership are driving values in the instructional pedagogy with this group;</li> <li>• Additional external partnership to support each child with unique needs</li> </ul>

c. [Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;](#)

Legal	Far Behind	Far Ahead	Unique
<p><i>c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, how to avoid misidentification;</i></p> <ul style="list-style-type: none"> <li>• Identification: please see 1, “Identification”.</li> <li>• Funding: assessments, support, and personnel will come from general budget.</li> <li>• Misidentification: RTI tiering and procedural structure, allowing for multiple perspectives, supports, timelines, and stages before moving towards referral / IEP initiation process.</li> </ul>			

- 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;

Legal	Far Behind	Far Ahead	Unique
<p><i>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;</i></p>			
<p>Strategies to ensure equitable access to education, academic success, and ability enhancement:</p> <ol style="list-style-type: none"> <li>1. <b>Vertical curriculum</b> aligned to vertical standards allowing for standards- and curriculum-based differentiation;</li> <li>2. <b>Inquiry-driven classrooms</b> provide children an opportunity to explore and collaborate;</li> <li>3. <b>Growth-oriented assessments</b> measure progress and learning, honoring growth;</li> <li>4. <b>Special Education Lead and Instructional Lead</b> who will help lead efforts in horizontal alignment of strategies and classroom delivery to ensure school culture, learning environment, and student experience is coherent across content and grade levels;</li> <li>5. <b>Tutorial</b> provides daily space for student self-directed learning by allowing students to choose which course, learning method, and specific content they will work on that day;</li> <li>6. <b>LEAD Block</b> four times per week offering students interdisciplinary opportunities to build skills and exercise knowledge outside of the classroom and across student cohorts;</li> <li>7. <b>Build one cohort at a time</b>, offering opportunity for students, teachers, admin, and parents to refine instructional programs, practices, and strategies as the year progresses and as we build on top of 6th grade, to 7th, and onward;</li> <li>8. <b>Teacher- and student-driven instructional strategies, interventions, and modifications</b> listed in B7, "Instructional Strategies".</li> </ol>			

- e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;

Legal	Far Behind	Far Ahead	Unique
<p><i>e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;</i></p>			
<p>Stakeholders will highlight modifications at year's start and will strategize and calendar IEP</p>	<p>Stakeholders will assess appropriate tier and support strategy at beginning of year, and monitor</p>	<p>Students who are 1+ years ahead will be given accelerated material aligned with standards and curriculum,</p>	<p>ELL students will receive additional Complex-provided support and will be assessed along with screening waves to determine ELL eligibility; our tiering strategy will support ELL</p>

monitoring and evaluation checkpoints (Special Ed Lead); ILDP, screening will serve as primary data points.	growth through assessment flow, screening, ILDP, and student / family engagement.	opportunities to engage in external community and college partnerships, and classroom leadership / teaching opportunities.	students with an additional lens towards literacy; unique populations will follow RTI model and tiering protocol; we will engage external support as needed for additional unique populations and circumstances.
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f. For proposed schools that have a high school division, plans for promoting graduation;

Legal	Far Behind	Far Ahead	Unique
<i>f. For proposed schools that have a high school division, plans for promoting graduation;</i>			
Add Special Education personnel each cohort; prioritize IEP / 504 implementation with fidelity; actively monitor modification effectiveness; utilize ILDP, external partners; connect regularly with parents / guardians	Implement RTI / tiering protocols with fidelity; engage parents / guardians; monitor intervention effectiveness; utilize ILDP and platform supports (i.e. EdMod)	Upwardly differentiate via Running Start, in-house leadership opportunities, and engagement with external partners;	ELL: targeted language intervention; engage external partners and complex support; military: external partnerships & local programming; homelessness and poverty: community partnerships and college support / access programs; trauma: expert services in-Complex + state to handle student experience on case-by-case basis; gender identity: strategic mentoring and to-be-determined supports.

g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and

Legal	Far Behind	Far Ahead	Unique
<i>g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the year;</i>			
Founding team Special Education degrees, experience, and training - setting up strong management; our leadership structure incorporates a Special Education Lead who will be brought on to design	We are seeking staff with experience, training, and licensure in areas of supporting students from our unique population (current teachers in 'Ewa	We are hiring for teachers who have experience or capacity to teach highly differentiated classrooms and promote "limitless learning"; we also will engage community and	We will engage with Complex support for ELL services as well as hire for ELA and Special Ed teachers who have ELL teaching experience or capacity; military partnership in and outside of the DOE will be critical

and administer IEP / 504 accommodations from start of year.	Beach, from communities working with similar population, etc.).	Complex partners in scaffolding vertically to allow for accelerated learning opportunities for our advanced cohort.	in supporting our military cohort; with regard to homelessness and trauma, additional support services (community, Complex, and state) will be leveraged to engage professional help; for economically disadvantaged, gender identity, and additional needs, we will hire for values, empathy, and ability to connect with and support <i>all</i> students.
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- h. If the proposed school’s plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to or from a fully or partially virtual learning program.

Not applicable as school does not contain a virtual or blended learning program.

3. A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

DreamHouse Curriculum development aligns to rigorous standards; growth, mastery, and ILDP-specific goals accommodate individual academic needs. The Academic Plan is focused on setting goals, measuring outcomes, and improvement; this is a collaborative, growth-oriented process that requires ownership from student, teacher, additional educators, and parents/guardians (among others). Special Ed Lead, Special Ed Teacher, and Instructional Lead will all serve as supports to individual students needing small group, one-on-one, or intensive coaching; teacher has one block / week free which can be used for additional coaching as well. Daily Tutorial and LEAD time serve as opportunities to engage struggling students in additional development. Additionally, struggling students will be flagged for more intensive monitoring, discussion, and focus within coaching check-ins and staff huddles. Instructional strategies to support struggling students include, but are not limited to:

- **Multilevel Pairing** - in-class pairing with a student who can support (this is also an advanced differentiation technique supporting higher-level thinking and learning for supporter);
- **Small Group** - in-class, or during tutorial / LEAD, student engages in a smaller learning environment with low teacher:student ratio; more hands on support;
- **Intensive Tutorial Block** - student spends daily tutorial with the specific direction support of an educator (teacher, Special Ed Lead) in order to get structured support, 1:1 engagement;
- **Student-Driven Learning Plan** - student identifies effective strategies and formulates learning plan to deepen understanding; student measures progress and reflects on learning in ILDP;



- **Extensive Learning Plan** - if all else fails, and student is still struggling through multiple instructional environments, multiple stakeholders (student, parent/guardian, teacher, Special Ed Lead, Instructional Lead) will work to design more intensive supports; consider evaluation.
- 4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

*Identification:* beginning-of-year diagnostics, previous SBA reports, enrolled student info forms;

*Accommodation, Supports, and Strategies:* student-driven ILDP goals; rigorous curriculum aligned to vertically scaffolded standards, requiring open-ended, production-based assessments; differentiated rubrics; in-class differentiation to add rigor; co-lesson planning; in-house leadership opportunities (i.e. pairing, mentoring); external competitions; external partnerships (i.e. Running Start);

## **D. Academic Performance Management**

1. Comprehensive and effective plans for evaluating and monitoring academic performance that explain how the proposed school will measure and evaluate performance data, including:
  - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
    - i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;
    - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
    - iii. Reporting the data to the school community.

**Academic Performance Data Collection and Preparation** | Within the Academic Plan's Curriculum Instruction & Design Use of Data section, a comprehensive assessment administration and data collection, measurement, and analysis framework, calendar, and protocol is outlined. We will use this framework, along with our RTI model described in the Curriculum Instruction & Design section pertaining to Special Populations and At-Risk Students, to collect and analyze data for individual students, subgroups, and our school-wide cohorts. In year 2018-19, this will mean 100 6th graders. In 2018-19, we will use internal Excel-based models, as well as Infinite Campus and possibly EdMod to collect and analyze student data. For purposes of alignment, we will collect, codify, and have for analysis all data sets pertaining to STRIVE HI measurement (e.g. proficiency levels across ELA, Math, and

Science; growth in proficiency across those subjects; subgroup performance and gaps). All data points, particular trends (in successive years), and comparisons to alike schools and the complex will be compiled and disseminated at least a week prior to board meetings to prepare board members for interpretation, analysis, and recommendations.

**Using the Data: Leadership Support Team Training** | To support the School Board in their active governance and leadership of DreamHouse, the on-site management team (Leadership Support Team) must be fully qualified in not only collecting and analyzing data themselves, but also training and supporting School Board members in doing so from their vantage point. In order to effectively prepare the team to do this, the following training and support methods will be implemented: hiring for data fluency; DataWise & MeetingWise protocols; teaching teachers; shadow at other schools. Stakeholders in data collection, interpretation, analysis, and decision-making: teachers, Leadership Support Team, board members, students, parents. We will leverage Infinite Campus along with internal data collection methods (to be developed by Leadership Support Team) to support analysis, protocols, and stakeholder engagement.

**Reporting** | Semi-annual newsletters and DreamHouse website posts will be made pertaining to proficiency, progress, and growth of our students and school, highlighting exceptional achievement and growth, while transparently sharing strategic priorities for coming months, semester, etc.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
  - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them.

**Corrective Action** | The pedagogy applied to corrective actions the school will take if it falls short of academic goals, financial performance standards, or organizational performance standards will follow a similar philosophy that is outlined in our expectations and accountability (“Student Discipline”) section of the Academic Plan; we believe in applying a similar accountability framework (e.g. clarity, individual goals, identification of breach, restoration opportunity, accountability, separation).

Stage	Performance Management Corrective Actions (ACA, ORG, AND FIN)
1	SYSTEM CLARITY   Clear performance metrics, timeline, and expectations established at beginning of school contract term and board founding.
2	PERSONNEL CLARITY   Clarity for personnel expectations for all individuals involved with management and governance of school (primarily Leadership Support Team, School Board); Nonprofit board is responsible for support, but not for management or governance.
3	PERFORMANCE LAPSE IDENTIFIED   A breach of culture occurs if (a) data is firmly pointing to a lapse in performance or progress within academic, organizational, or financial buckets, and/or (b) specific personnel has been identified at being directly involved with this breach or is contributing directly to this underperformance.
4	IMPROVEMENT EFFORT LEVEL I   Leadership Support Team and/or board clearly addresses this

	breach and respective personnel are given opportunity to make corrective actions and improve performance situation (on a to-be-determined, finite timeline).
5	IMPROVEMENT EFFORT LEVEL II   If corrective action cannot be achieved through empowering respective personnel to make performance improvements, board chair will work with appropriate personnel in the management area to design improvement plan for performance area and/or personnel; if in fact the gap is occurring at the board or board chair level, the overall board and board leadership (vice chair, treasurer, and clerk) will assist in implementing improvement plan.
6	CONTINGENCY & SEPARATION   If no progress is made on improvement plan after specified, limited period of time, board and Leadership Support Team will consider additional contingency options and potential personnel separation from performance area and/or school.

**Academic Corrective Action** | Aligned to the Academic Goals & Targets defined in the Academic Plan, DreamHouse will focus broadly on individual students, cohorts, and whole school. Individual students regressing, cohort gaps, or stagnant whole school scores would trigger corrective action. The board will begin proceeding through the corrective action steps as outlined above, beginning with clearly identifying the issue, associated personnel, and potential root causes and contributing factors.

**E. School Culture**

1. [A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.](#)

**Shared Belief and Attitude** | Driven by personal perspective, years of teaching, and community listening meetings, our team has synthesized the following: the identity of every child, the community from which they come, and the individual leadership potential within every child is central to the families and community of ‘Ewa Beach.

**Traditions and Behaviors** | As an applicant group, we recognize and honor the historical and cultural significance of the ‘Ewa Beach (e.g. settlement in the Honouliuli plain, division of the Honouliuli Ahupua‘a, the emergence of ranching, sugar cane cultivation, and farming). There is a strong Hawaiian and Filipino culture that runs deep in ‘Ewa Beach; it is reflected in our student demographics, within community gatherings and celebrations, and amidst daily life. The traditions that exist in the community, whether they be Sunday church, youth football, Hālaus, or the countless other spoken and unspoken traditions that exist within the community, our focus is honoring what our students and families bring into school every day.

**Shared Beliefs, Attitudes, Customs, and Behaviors + School Culture** | Our school culture has already begun forming; it began with teaching in ‘Ewa Beach, with meeting with parents, families, students, leaders, and educators to collaboratively design our vision, and with working alongside of these stakeholders to build this school. We will develop:

- **Community Meetings** - co-facilitated amongst educators, parents, and community leaders, over two years of community talk stories were hosted at Ewa Makai, Starbucks, and other locations in ‘Ewa

Beach to open a space for safe, productive dialogue around existing educational programs and the need for additional options within and designed by the community. These meetings will continue as Community Council meetings throughout the application, planning year, and launch of the school, at which point a more formal and permanent group will develop;

- **School Board** - parents and community members exist on the current founding board, and we plan to add additional parents and community leaders onto the governing board; their voice is integral to the implementation of our program in a way that honors the beliefs and customs of the community;
- **Staff Hiring** - hiring protocol will be aligned to the components of our educational philosophy, core beliefs, and academic values - all deeply informed by our experience in Ewa Beach; candidates will be vetted by school leadership, ensuring values and attitude alignment;
- **Professional Development (PD)** - PD will be grounded in adult learning and empowerment - of adults, students, and our families;
- **Curriculum Development** - our curriculum is offers local text, methodology, language, and concepts. We will continue to evolve and develop this curriculum to incorporate 'Ewa Beach, our students' cultures, our families, and our community's values;
- **Engage Aligned Community Partners** - community organizations like the Lion's Club, FOR'EWA PONO, the Boys and Girls Club, and numerous other local, community organizations have deep insight and value add to educational programming and the culture of a school;

**Alignment to high expectations, a positive academic and social environment** | Driven by community listening and partnerships, the voices of our parents, students, local educators, and elected representatives, and our experience within 'Ewa Beach, our educational model has been designed around fostering leadership and identity development, preparation for college and immediate career success, and ownership of DreamHouse Core Competencies in a growth-oriented, asset-based culture. Our Core Competency model, rigorous standards, meaningful and culturally responsive course outcomes, collaborative and personalized learning plans, and a strengths-based leadership development framework support a positive culture and social environment through which students are intellectually stimulated, socially and emotionally safe, and honored as individuals.

2. [A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis. The plan should explain the types of activities that the proposed school will engage in to create the school culture.](#)

We know that in order to support our students in pursuing academic success and college and career readiness, they must feel safe, welcome, and of our school community. We ground our theory in Maslow's Hierarchy of Needs and believe that mental, physical, and emotional safeties are key ingredients to students' self-actualization, growth, and learning.

**Building Our School Culture** | Hiring, governance policies, school policies, classroom environment expectations, professional development, expectations and accountability, and other core components of our school will be developed through our educational philosophy, core beliefs, and academic values. Alignment to our vision of affirmation and empowerment, as well as key components of this philosophy, ensures that our staff, board, and stakeholders are aligned in the support of our kids.

**Identification, Assessment, Monitoring of Social, Emotional, Behavioral, and Physical Health Needs** | RTI tiering and support protocols allow for entry points and engagement with this culture of safety for

students, parents, teachers, and administrators. In addition, LEAD programming and ILDP check-ins offer personalized opportunities to identify, assess, monitor, and support all students.

**Lenses - Individual, Collective, School Wide Culture |** As we consider the various components of maintaining a safe, positive school culture, we consider the complex layers of this charge, including, but not limited to: (1) individual safety and belonging, (2) collective student body and subgroup safety, and (3) school-wide or institutional safety.

- *(1) Individual Safety, Well-being, and Belonging* - We believe that a strong sense of purpose in our school, clear guidelines and policies for students, high expectations for our students to respect and welcome on another, coherence of moving parts of our school to our mission and vision, and ultimately the modeling of and adherence to these concepts by adults as well, is central to our philosophy around building a safe space for students.
- *(2) Collective, School Wide Culture* - We will establish a strong, safe, collective community through values alignment, trust and community building at the very beginning of the year, clear and high expectations for supporting this community, clear procedures and repercussions for disrupting or disrespecting this community, and clarity around our collective charge to maintain, develop, and model safety and support as a school community.
- *(3) Physical and Institutional Safety* - Physical safety from threat of physical violence either from inside or outside of our school community will be dealt with seriously and swiftly based on federal, state, and HIDOE prescribed guidelines. We will develop and discuss safety protocol at the beginning of the school year based on facility, location, current events, and other extenuating factors.

3. [A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.](#)

**School Culture |** Our vision is grounded in leadership empowerment, identity affirmation, and commitment to local, positive impact. We value high expectations at each grade, with a final (12th grade) outcome of grade-level proficiency and graduation, ownership of the five DreamHouse Core Competencies, acceptance to a four-year college or university, and immediate career readiness.

**Curricular Programming |** In-house we have the following:

- Rigorous, Common Core-driven course outcomes (ELA, MATH, multiple electives)
- Portfolio-based, public presentation and defense to be promoted to the next grade
- Three stages from 6th through 12th grade that focus on foundations, growth, and graduation
- Asset-based leadership-development curriculum and daily developmental blocks
- Student choice and accountability built into the daily schedule (tutorial)
- Electives that focus on community engagement, social justice, and ambitious topics
- Instructional strategies that push cognitive development (e.g. Socratic circles)

**Extracurricular Programming |** The following partners are involved in post-secondary development:

- *University of Hawai'i West O'ahu (UHWO)* - one benefit of a new \$190MM flagship campus and community-facing programs is the vertical alignment that we can initiate within our own Complex; UHWO has agreed to partner; and we hold multiple relationships within the University.

- *Running Start* - this is another program, also aligned to the UH system, in which our juniors and seniors can enroll to take college credit; we will scaffold 6th through 10th grade learning to prepare students for this opportunity.
- *GEAR UP Hawai'i* - GEAR UP seeks to increase the number of college-ready students from low-income areas; we believe our population will qualify for this program and we can engage this partner in college awareness programming.
- *Early College High School Program* - A P-20 partnership, this is another opportunity (with funding available) for students to gain college credit while still in high school.
- *YMCA College Camp* - a leadership and college experience for juniors/seniors that can result in a conditional letter of acceptance to the University of Hawai'i; one of many summer opportunities.
- *UH Outreach College* - summer sessions at UH offer learning opportunities for high school students from grades 9-12.
- *College Horizons* - serving 10th and 11th grade students who are Native Hawaiian, this summer program is an intensive boot camp to prepare students to prepare for, apply to, and excel in college. The purpose of this program is to engage students at earlier ages (10th, 11th grade) to think about a college trajectory.
- *Ching Consulting* - Debbie Ching works closely with high schools serving low-income communities to open up pathways to "need blind" admission colleges and universities (need blind: do not consider family income as entrance factor).

**Research |** The following research / evidence aligns with increased educational opportunity for our kids:

- UH West O'ahu's campus is up the road and their strategic plan involves engaging communities in their footprint and vertically aligning to schools within the Complex;
- College Horizons recruits students of Native ancestry each year and has served many students from the Leeward District;
- The Early College High School Program already partners with and serves students from Waipahu to Wai'anae, and is aligned to P-20 and our Complex goals.
- Maslow's Hierarchy of Needs places "Self-actualization" at the top of it's model, supporting our philosophy that leadership development and identity affirmation aligns to empowerment, life opportunity, and a strong post-secondary trajectory.

#### 4. Student Discipline.

- a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

**Philosophy |** A culture of clear, high expectations for all students, supported by strong school leadership, classroom and positive behavior management, modeling, and grounded in effective understanding of identity and partnerships with families and community will cultivate positive student behavior and support a safe, orderly school climate aligned to academic goals, identity and leadership development, and respect for each other. Stakeholders will collectively set climate goals to maintain this culture and environment aligned to Hawai'i BOE Policy 101.7.

- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.

**Policy |** Our policy for high expectations and accountability is grounded in our vision for identity and leadership growth, as well as our philosophy of intersectionality between expectations, adult modeling and support, and family engagement. It follows a similar pedagogy as our RTI model in that a) we want to give ample opportunity for corrective action and strategic response versus punitive and reactionary measures, and b) we want put many layers of structure and support in between identification (in this case, breach of culture) and separation measures (i.e. suspension or dismissal). The following offers a procedural narrative to our philosophy and policy:

*(1) Pre-enrollment Clarity* - our expectations and accountability philosophy and policy will be clearly listed, stated, and represented to families considering DreamHouse.

*(2) ILDP* - students, parents, and school staff (teachers, support) will engage in conversations around the expectations and accountability that develop and support our school culture, safety, and identity;

*(3) Breach of Culture* - if a student breaches the culture and expectations of the school, it will be clearly identified and named up front; the student, and depending on the severity the parents/family and potentially other staff (depending on sensitivity) will be notified. Clear documentation and assessment of circumstances will be logged (aligned with Hawai'i Administrative Rules Title 8 - DOE, Education, Public Schools, Chapter 18).

*(4) Restorative Approach* - grounded in Marshall Ganz's Public Narrative framework around "challenge-choice-outcome", as well as the restorative justice programming from Harvard Graduate School of Education's Professor Christina "V" Villareal, we will give students the opportunity to reflect and narrate corrective action and culture-supporting behavior; through open dialogue, individual reflection, and learning opportunities, we believe giving children the opportunity to take corrective action and resolve breaches (depending on severity) develops identity and leadership.

*(5) Accountability* - this step would come after the restorative action if either a) a student's breach of culture or action results in an accountability measure which could include an identified response, or b) the student did not choose to narrate the corrective, culture-supporting action.

*(6) Separation* - lastly, separation from school - in the form of suspension, dismissal, and crisis removal - would be the last action (unless of course it is legally warranted given its severity or alignment with Chapter 18). We do not support immediate punitive or reactionary behavior management, which is why a culture of clear expectations, strong modeling and support from adults, restorative and corrective action opportunities, and lastly measures to hold students accountable for breaches or actions come before this separation stage.

**Code of Conduct |** Based off our philosophy and general policy around holding high expectations and holding accountable those involved with breaches of culture, we envision the following code of conduct aligned to our Core Beliefs and Academic Values, among other important cultural considerations. We will continue to develop this Code as a Leadership Support Team during the spring of 2017. The Code:

- I am part of a larger team; I support myself and others in reaching our fullest potential
- My actions are aligned to an ethical moral code and I take ownership of all that I say and do
- I represent myself and my community with belief and pride
- I honor the voices, stories, and lives of others at all times

**Procedural Due Process |** Procedural due process for all students is aligned to the protocol listed in Part A with regard to our policy grounded in expectations, opportunity for corrective action, accountability response, and potential separation or legal response. Aligned to the Individuals with Disabilities Education Act (IDEA) and the Free and Appropriate Public Education (FAPE) act, we will support and honor the individual needs and circumstances of each child, maintaining our vision for a safe, productive



learning environment, and engaging community, Complex, and state partners as necessary. We will design educational experiences that engage students in their least restrictive environment (IDEA, Sec. 613), may require additional data to support corrective action and response if necessary, and may include specific supports and protocols in students' IEPs (to be determined on a case-by-case basis).

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

**Development and Modification:** Our applicant governing board, comprised of educators, parents of children in 'Ewa Beach public schools, and community members has developed the working draft that exists; we will adapt the plan as necessary based on feedback, analysis, and reflection. Phase I is development of this draft; phase II is modification.

*Development (spring/summer 2017)*

1. Applicant group develops working student expectations and accountability plan;
2. Students and parents offer additional insight and suggestions for policies;
3. Board members and partners with legal expertise check plan for legal alignment;

*Modification*

1. During planning year, founding school team will engage in potential modification and realignment; additionally, during initial PD days before school start, teachers will have the opportunity to engage with and modify as necessary and appropriate;
2. Beginning of year meetings with teachers, families, and students will also allow for investment and language modification as necessary and appropriate;
3. We will review data aligned with BOE and DOE required reporting (Class offenses) as well as overall effectiveness of policies on a quarterly and end-of-year basis, opening the process to student, parent, teacher, and stakeholder feedback;
4. School Board and Community Council will be engaged on a to-be-determined basis around the effectiveness and modification of student expectations and accountability plan / policies.

- d. [Legally sound list and definitions of offenses for which students in the school must \(where non-discretionary\) or may \(where discretionary\) be suspended or dismissed.](#)

**List and Definition of Offenses:** Aligned to BOE and DOE policy (primarily Hawai'i Administrative Rules Title 8, DOE, Education, Public Schools, Chapter 18), we will follow our internal policies to the best of our abilities until, and on a case-by-case basis, student actions are deemed worthy of systematic and legally obligated response including, but not limited to, suspension or dismissal. Please refer to Chapter 18 for a full list of definitions of offenses; we will adhere to the obligations set forth in this chapter for mandatory, non-discretionary suspension or dismissal, and only in unique circumstances, and after all stages of the expectation and accountability protocol have been exercised, would we consider discretionary suspension or dismissal, which would have to be the optimal choice of action to support the individual student, our student body, and a safe, welcoming, and supporting school culture and community.

## F. Professional Culture and Staffing

### 1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in [Criteria II.F.2](#) and should not be discussed here.

**Vision:** a professional culture grounded in our academic values and core beliefs; a culture of learners with growth mindsets, promoting a safe, welcoming, and supportive environment.

**Key Members:** the Leadership Support Team will be central to the planning and execution of team protocols and professional development; teachers will be involved in transparent, receptive planning and improvement cycle. The team will leverage best practices from local schools and organizations (e.g. Ewa Makai, SEEQS, Punahou, Kamehameha Schools, Iolani) to build a strong school culture.

- *Staff Retention:* The plan engages educators in collaborative decision-making, leadership / professional development, and feedback cycles to improve school systems and effectiveness; teachers and staff have a say, which influences agency, and ultimately job commitment, satisfaction, and retention.
- *Faculty / Staff Involvement:* Wednesday Huddles, LEAD programming, PD development and roll-out, curriculum development, summer planning, and board engagement are all open areas for staff engagement in key decision-making areas of our school.
- *School Assessment:* Climate surveys and feedback cycles drive success assessments.

Creation	Implementation	Maintenance
<b>High Expectations</b> - <i>Adult growth, learning, content mastery in a supportive culture of colleagues</i>		
Design scope and sequence for Wednesday Huddle and LEAD Block co-planning responsibilities; establish PD calendar and options for additional growth; co-establish teaching and learning goals; norm on reflective, growth-oriented practice;	Summer planning (Leadership Support Team) and fall PD roll-out; curriculum and supporting materials / structures available to teachers over the summer (optional; support sessions available); initial 4 PD days immersive in curriculum, classroom and instructional design, collaboratively planning rhythm and objectives of the first two weeks;	Support team-oriented decision-making and rhythm (Wednesday Huddles) for academic decisions; allow teachers to deviate from curriculum as necessary (empower); encourage staff-driven data reflection and strategy; offer real-time feedback and support for teachers designing learning experiences; support intrapreneurial culture and highlight successes, scale them; nurture safe, open classrooms where colleagues co-teach, learn from, offer feedback to, and partner around lessons and learning; encourage and model transparency; whole team check-ins around measures of success and strategic changes

<b><i>Dynamic - Inter- and intrapersonal skills creating a collaborative team environment</i></b>		
Highlight vision for culture within interviewing and hiring process, clarify skills and adults behaviors that will add to a positive, supportive culture; establish personality baselines with MBTI, SF 2.0, E.I., and other assessments; map;	Summer planning (Leadership Support Team) and fall PD session protocols and design to build these skills among adults, support development of plans to include skill development in class, and build culture through collaboration; listing and being explicit about what these skills look like in action, why they are important;	Model norms (staff interaction, support, and collegiality); design staff learning experiences (Wednesday Huddles, PD days, prep blocks, open block) that build skill around creating, collaborating, communicating, and critical thinking); model open door, collegial environment at support team level; open climate surveys and feedback cycles to maintain democratic, teacher-drive culture of agency and decision-making;
<b><i>Leadership Potential &amp; Character - Opportunity to take ownership and lead initiatives, professional development, and culture-building; develop leadership alongside of others</i></b>		
Establishing clarity around vision, values, core beliefs via interviews, summer onboarding, and initial PD days; collaboratively establish measures of success and vision of excellence (VOE) for school culture of intrapreneurial leadership and development; staff co-set self goals for leadership, voice, character;	Co-design with staff core values and norms for school, leadership competencies and opportunities, external PD we will look to bring in; beginning of year PD days featuring roll-out of our staff model (working with Instructional Coach, prepping for Wednesday Huddle, prepping for LEAD Block); plus-delta and real-time feedback of roll out;	Ensure flat leadership structure to increase voices, contribution, and agency in decision-making; design calendar for Wednesday Huddle leadership, open block conversations and development, LEAD Block planning, and PD day leadership (leverage leadership within staff and give opportunities to learn by doing, feedback); staff reflect on and check in with Leadership Support Team around growth in leadership development areas; co-analyze climate survey; provide open door for development conversations, check ins, reflection, and feedback; encourage growth mindset competencies throughout difficult conversations and times;
<b><i>Identity &amp; Commitment to Community - Individual identity is welcomed into the community and given opportunity to flourish; community is seen as an integral part of school culture</i></b>		
Listening and starting our year with “self”; looking in the mirror, unpacking, and establishing authentic self within DreamHouse; engagement with and listening to the local community (‘Ewa / ‘Ewa Beach)	Build in self-reflection to feedback cycles, coaching conversations, and structured conversations; maintain Wednesday Huddle safe space to express self and lean on colleagues; encourage staff LEAD Block planning;	Climate surveys with open questions about self, identity safety, being welcomed, etc.; open door policy to check in, raise issues, offer feedback; collaboratively engage in climate data (staff and student data); allow for staff to lead initiatives that speak to their passions / hobbies, expressing self and leadership at school; provide opportunities to engage with

		community members, organizations; engage community into school site and workings, interactions with teachers; foster additional relationships and support networks outside of school, within community
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*Professional Culture Feedback Rhythm*

TERM I (Aug - Oct)	TERM II (Nov - Jan)	TERM III (Feb - May)
PD days, plus / deltas, and feedback; first week, month success metrics and checkpoints; bi-weekly climate surveys; Wednesday Huddle; feedback TI climate survey; monthly climate survey; feedback cycles with all staff; Wednesday Huddle snapshots and feedback; brainstorming and planning for TII based off TI data	TII climate survey; monthly climate survey; feedback cycles with all staff; Wednesday Huddle snapshots and feedback; brainstorming and planning for TIII based off TII data	TIII climate survey; monthly climate survey; feedback cycles with all staff; Wednesday Huddle snapshots and feedback; end of year climate survey and reflections (TIII survey)

- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

Not applicable as we anticipate a socioeconomic diverse school based on local population.

**2. Professional Development**

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

The Professional Development (PD) structures identified in this section apply primarily to start-up and Year One; founding teachers and Leadership Support Team will adjust professional development structures as necessary. Headline DreamHouse Professional Development goals are that all teachers score a 6 or 7 on a Likert scale based on the following statements (among others):

*“Professional development has made a positive impact on my teaching and classroom”*

*“Student achievement increased as a result of professional development”*

*“I feel equipped with the skills and strategies to effectively leverage data to improve student outcomes”*

*“I feel empowered in giving or participating in PD; I have a voice; I am a co-leader”*

*Topic Identification & Evaluation:* The overall arc of the year for PD for the 2018-19 school year will focus on a) establishing systems and a consistent culture across the school, b) strengthening school culture while developing teacher leaders, and c) empowering adults to build the identity and trajectory of school.

- *Summer 2018* - Leadership team generates PD focus areas and potential topics along arc of PD; School Board weighs in on approach, approves;
- *Fall 2018* - initial PD protocols and programming implemented during first four PD days of the year; PD arc general areas suggested and teachers see calendar options and buckets; teachers help shape initial fall programming aligned to arc and buckets and offer feedback on initial PD;
- *Winter 2018/19* - Continue co-developing PD, programming, and feedback cycle, assessing progress in our “establishing systems and a consistent culture across the school” focus area; move focus of programming to “strengthening school culture while developing as teacher leaders”;
- *Spring 2018/19* - continue cycles, move from “strengthening school culture while developing as teacher leaders” to “empowering adults to build identity and trajectory of school” and offer final assessment, feedback space for end of year;
- *Summer 2018/19* - Leadership Support Team assesses effectiveness on three arc areas, goals, buckets, and overall PD programming and drafts 2018-19 arc with appropriate changes;

*Data* informing PD will come in the form of a) staff surveys, b) one:one conversations, c) reflections and self-identification of priority areas, d) student surveys, and e) student achievement data. *Evaluation* of PD effectiveness will come from Likert-based assessment, qualitative feedback, climate surveys, and Board-level assessment. Evaluation results will be sent to School Board for additional assessment as it pertains to staff culture, staff development, and student achievement.

- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

*Professional Development Buckets for Year One:*

- *Whole school* - 6 total days a year (per CBA) will be teacher days that will be focused mainly on professional development (PD) for staff (e.g. data analysis, RTI calibration, LEAD Block scope and sequencing); primarily staff-designed and led;
- *Wednesday Huddles* - for 2018-19, will be grade team (6th grade only), and will focus primarily on data snapshots, RTI calibration, current themes or trends, and weekly collaborative planning time. Different teachers each week supported by Leadership Support Team members will lead huddles;
- *Instructional Coaching* - Instructional Coach will be available daily to co-prepare / co-investigate;
- *LEAD Block prep and co-facilitation / leadership* - on a rotating basis, and usually about once every six weeks, teachers and Leadership Support Team will design and facilitate LEAD Block.

Scheduled into the week is 225 minutes of prep time, but also an 75 minute “20% time” leadership development block each week during which teachers do not have class; during this time they are expected to take self-directed leadership opportunities such as a) planning for a PD day, Wednesday

Huddle, or LEAD Block, b) thought-partnering with Instructional Coach or Special Ed Lead, c) observing / supporting another classroom, or d) taking initiative in some other way that supports the school.

*Initial Induction Program:* Led by Leadership Support Team, the new teacher induction layers:

1. *PRE* - Optional (but strongly encouraged) summer reading, self-assessment, and curriculum planning guidelines;
2. *FIRST FOUR* - first four PD days will be mainly spent covering the following areas:

Focus / Activity	Rationale
Who we are	Explore diversity of staff; build relationships; deepen connection
Vision, mission, beliefs, and values	Build core understanding of the ethos of DreamHouse, aligning our own individual intentions to the mission of the school.
“One School”	Building cohesion among staff and stakeholders
Our Community	Build connection with and deeper sense of understanding
Our Students	Snapshot of lottery, admitted student, anticipated support, student stories
RTI Model	Build strong working knowledge of entire RTI scope & sequence
Calendar	Know month to month, daily schedule, Wednesday Huddles, “20% Time”
LEAD Block	Explain and invest in LEAD curriculum and developmental opportunities
20% Time	Co-develop parameters, alignment, and expectations for this weekly time
Ops & Logistics	Norm on the actual “running” of the school; we ALL have a hand in this
Overall Structure	Steep in board to LST to growth plan and supporting non-profit; bird’s eye
Community Council	Develop “parents as partners, community as an asset” protocol
Educator Effectiveness	Walk through and build knowledge around EES protocol
Open Planning	Collaboration and planning time to build working partnership

3. *FIRST MONTH* - check-ins with individual teachers, weekly surveys, feedback cycles, and space for conversation to continue induction of new teachers and creation of our school identity and culture. Please note, this will apply for the 2018-19 school year, and will be re-designed and adjusted as necessary including restructuring teams, encouraging more teacher-led induction sessions, setting up a mentoring protocol, and evolving based on feedback and reflection.
4. *ADDITIONAL 2 PD DAYS* - programming for these days will be determined by LST and educators during the 2018-19 school year and will revolve around data analysis, RTI Supports, school climate, and other topics to-be-determined collaboratively.

The Leadership Support Team plays a hands-on, active role in helping new teachers settle into the DreamHouse culture. The Instructional Coach makes direct outreach in scheduling sessions; Special Education Lead helps co-prepare and differentiate lessons and delivery; Operations Manager carves out “non-instructional” from teachers; and School Director oversees coordination of moving pieces.

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school’s calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

**Initial PD Opportunities for 2018-19:**

- Annual PD Days: 6
- Wednesday Huddles (i.e. co-lead meeting, data analysis): once / week
- LEAD Blocks (i.e. develop LEAD day, facilitate LEAD programming, capture/analyze/feedback a block): 4 days / week; lead or facilitate 2-3 / month
- Instructional Coaching Opportunities (i.e. co-planning, co-investigation): 300 mins / week (4 non-teaching blocks)
- 20% time (i.e. plan LEAD block, co-planning/collaboration, co-teach, innovate): 75 min / week

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

Lastly, our staffing model in 2018-19 features (1) an Instructional Coach to partner with teachers to strengthen pedagogy and delivery; (2) a Special Education Lead to support teachers in creating highly differentiated classrooms, supporting our students with special needs, and actively managing our RTI model; (3) an Operations Manager to own operational, non-instructional tasks; and (4) a School Director whose role will be to thought-partner, offer feedback and evaluation, and ultimately support the development and effectiveness of our educators. Ultimately, the School Director will bear responsibility for the overall implementation and effectiveness of PD.

- *School Director* - creates space, guidance, and initial vision for arc of PD, focal points, evaluation methods, feedback cycles, and role clarity; empowers Leadership Support Team to engage in implementing PD and solidifying structures, encouraging teachers to co-design and implement PD;
- *Instructional Coach* - key partner and teacher-facing to a) identify areas of growth and development, b) engage in 1:1 conversations, and c) co-plan Wednesday Huddles and LEAD Blocks;
- *Special Education Lead* - teacher-facing role in supporting implementation of RTI model and creating highly differentiated classrooms; identifies ongoing PD needs with Instructional Coach;



- *Operations Lead* - responsible for managing the PD systems that serve to support teacher learning and development (i.e. clearly explaining rhythm and logistics of any given day - PD days, Wednesday huddles, LEAD Blocks, survey systems, external coordination, etc.).

### 3. Staff Structure

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

Please see **Attachment F** for the DreamHouse Staffing Chart.

- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

Please see **attachment F**; student:teacher ratios are below Complex average (appx. 25 S:T)

- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

Not applicable as DreamHouse does not have a virtual or blended learning program.

### 4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that is highly effective in accordance with the state's plan under the Every Student Succeeds Act ("ESSA") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

**Recruitment** | we have identified five main streams of potential teachers to supplement our broader marketing and advertising strategy that will highlight our need and opportunities to apply (i.e. radio ad, TV spot, social media, career and education website linking, referrals, and canvassing):

1. Existing Hawai'i DOE teachers
2. University of Hawai'i College of Education
3. Chaminade University Division of Education
4. Educational partnerships (i.e. Kūlia & Ka Lama by INPEACE)
5. Existing local educational networks

We will set up an e-mail and web form where interested candidates can easily enter our recruitment pool and engage with DreamHouse through our website, informational videos, in-person informational sessions, and by direct contact.

**Hiring** | We will recruit and hire staff who possess the qualifications to work successfully within ‘Ewa Beach, deliver the education program effectively, and support and sustain the school’s vision of affirming the identities of and empowering leadership within our students. To that end, we prioritize the recruitment, interviewing, and hiring of individuals whose identities, experiences, and backgrounds align with those of our students. To ensure selection of highly qualified staff, we implement the following protocol:

1. Wide, differentiated posting of employment opportunities;
2. Request of a resume, cover letter, and short essay responses;
3. Brief screening interview (in-person or by phone);
4. Sample teaching lesson followed by debrief with School Director and/or members of the Leadership Support Team;
5. Extensive in-person interview with members of the school’s current staff (for 2018-19 this will mean Leadership Support Team and founding board members);
6. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks;
7. After receiving recommendations from Leadership Support Team, founding board, and other advisors, School Director will make final hiring decision aligned to the vision, mission, academic beliefs, and core values of DreamHouse, while keeping in mind that a diverse, talented staff committed to Hawai’i will be crucial to the viability and trajectory of our school and children;

**Criteria** | as outlined in the Master Collective Bargaining Agreement and pertinent BOE policies, we will focus our recruitment efforts on candidates who have either a) come from the Hawai’i DOE system as current educators, b) have graduated from a State Approved Teacher Education Program (SATEP), or c) are transferring into the system from elsewhere, but possess content knowledge, multiple years of experience (2+, except for exceptional situations), and a deep commitment to Hawai’i and ‘Ewa Beach as demonstrated by experience or identity alignment, values, and beliefs. Beyond the legal, we are looking for candidates who strongly align to the educational philosophy, core beliefs, and academic values of the school.

**Timeline** | beginning fall 2016, we commence advertising for positions and open web portal to build recruitment pipeline and database. Full staff should be hired by summer 2018.

1. *Summer / Early Fall 2017* - Commission decision rendered; initiate hiring strategies: engaging partners and human capital streams, conduct outreach, advertising and posting, informational meetings and workshops, canvassing, and overall recruitment;
2. *Early Spring 2018* - Begin building out diverse candidate pool for five identified teaching positions (please note: Leadership Support Team will have been hired / appointed already as a result of School Director and founding board building team); create pool and initiate aforementioned hiring protocol over March, April, and May;
3. *Late Spring 2018* - final candidates, offers, and sign-on founding teacher team;
4. *Summer 2018* - informational onboarding, encouraged summer preparation;
5. *August 2018* - begin with initial PD days at DreamHouse.

**Procedures** | Our procedural norms will be as follows: (1) begin with Leadership Support Team norms; (2) borrow practices from local and mainland charters; (3) engage founding board and Community Council; (4) interview, discuss, and recommend by committee; (5) hiring autonomy for School Director

### **Additional Special Considerations & Strategies:**

- *Diversity* - our team must be reflective of the beliefs, values, and experiences of the 'Ewa Beach community; DreamHouse will exercise the utmost diligence to build a strong pipeline of diverse candidates from the local community;
  - *Love for kids* - we should be able to ask ourselves, "Would I want this person teaching my child?" ... The answer should be yes for all hires;
  - *Viability* - start-up mode will require perseverance, flexibility, and grit; we need teachers who are resilient and comfortable with ambiguity;
  - *Fit* - how will candidates strengthen culture and establish the identity of DreamHouse.
- b.** If the proposed school offers a *virtual or blended learning program*, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong virtual learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the virtual learning environment.

Not applicable as DreamHouse does not have a virtual or blended learning program.

- c.** A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

### **Hiring |** Hiring protocol is as follows:

- DreamHouse will follow the hiring guidelines as set forth by DOE OHR 600-001 and -003 background check and fingerprinting protocols as well as Hawai'i BOE Chapter 7 pertaining to criminal history record, employment history, and background checks; FBI fingerprint information forms, government issued ID, and a social security card (or Passport) must also be obtained and produced to the DOE OHR Employee Background Check division. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.
- New employees not possessing a valid Hawai'i Teaching Credential must submit two sets of fingerprints to the Hawai'i Department of Justice for the purpose of obtaining a criminal record summary. The School Director and Operations Manager shall monitor compliance with this policy and report to DreamHouse School Board. The DreamHouse School Board Chair shall monitor the fingerprinting and background clearance of the School Director.
- Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
- Employees who are legally suitable and cleared to work in public schools will sign an at-will contract with DreamHouse stating their intention to work at and support a safe, welcoming, and positive culture aligned with the vision and values of DreamHouse.
- DreamHouse will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

**Dismissal** | the following are dismal policies and procedures applicable to all DreamHouse employees:

- *Legal*: Per BOE and Hawai'i Administrative policy, if staff are found in violation with legal expectations governing our school and public program, they will face legal ramifications and dismissal will be considered depending on the nature of the offense.
  - *Professional Expectations*: A clear set of performance metrics and standards will be developed during the planning year and given to teachers and staff at the beginning of their time at DreamHouse, aligned to the Educator Effectiveness System (EES). If at any time a staff member is observed to be failing to meet these expectations, the School Director will intervene. If the School Director deems this to be recurring, a support plan will be co-developed with performance metrics (i.e. student achievement, observation feedback, peer feedback, reflection, and additional EES components). If little or no progress is made over the course of the plan (timeline negotiable and to be determined) staff member could face additional action including, but not limited to, dismissal.
  - *Culture*: We promote and nurture a positive, safe, welcoming environment for all students and staff. If a staff member is found to be in violation of or commits a breach of culture, then that staff member may face temporary separation, a support plan, or permanent dismissal. Culture breaches will be dealt with on a case-by-case basis with support and insight from the School Board.
  - *Unique*: In unique circumstances where the at-will contract is violated in any way, the School Board will be consulted to offer insight and perspective into staffing decisions protecting the rights of staff and maintaining the integrity of a safe, positive, supportive, welcoming school environment.
  - *Procedure*: In the case that a staff member is found to be a) not meeting professional expectations, b) in violation of the culture of DreamHouse, or c) in violation of the at-will contract in any way, a series of steps will be implemented to maintain staff rights and school environment:
    1. School Director or Leadership Support Team member(s) consults individually with staff member to gather facts, insight, and background information;
    2. School Director or Leadership Support Team member(s) investigates situations to determine contributing factors, circumstances, and any pertinent evidence;
    3. Depending on the severity, legality, or egregiousness of the offense in question, School Director or Leadership Support Team member(s) may a) confer with additional staff members, b) confer with School Board to gain additional insight, c) engage HSTA as another opinion in the matter, d) co-develop and implement a support and development plan for staff member, or e) proceed to immediate dismissal of staff member. In the case of dismissal, a teacher would still have a right to grievance and may engage HSTA on their behalf.
    4. In the case of a support plan, monitoring and feedback from teacher as to effectiveness of plan will be sought; in the case of dismissal, exit survey will be offered.
- d.** A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment G (no page limit)** and any teacher evaluation tool(s) as **Attachment H (required attachment, no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would

be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

**Evaluation** | For 2018-19, the Leadership Support Team will receive individual feedback aligned to a) their job description, b) teacher and student surveys, and c) student data, among additional factors, on a quarterly basis from School Director. Specific leadership evaluation protocols and frameworks are being considered from a range of local and mainland school and will be selected by spring 2018. Teachers and staff will evaluate the School Director on a basis of job description, school climate, support, and academic results, among other data points. Specific protocols, frameworks, and criteria will be developed in the spring of 2018 alongside founding Leadership Support Team, supported by the Massachusetts principal evaluation tool, referred to in **Attachment G**. DreamHouse will align teacher evaluation to the Hawai'i DOE's Educator Effectiveness System (EES) for the 2018-19 school year and make appropriate, contextual changes as needed moving forward. Please refer to **Attachment H** to see the 2016-17 EES model. Responsible for EES training and implementation will be the Instructional Coach and the School Director; both will collaborate in 2018-19 to assess teacher effectiveness, while making appropriate changes for our approach.

- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

**Promotion** | Promotion of DreamHouse employees will be based on a growth-oriented need for the school. Beginning with a lean staff of nine, and seeing as we are going to be one grade with 100 students, promotion in terms of responsibility will come with a) intrapreneurial initiative (i.e. designing and leading programming), b) growth in our school team and coaching and support of new and existing teachers (i.e. teacher leadership model), and c) expansion to a high school and the need for additional leadership and design staff supporting the new grades and evolving model. During the 2017-18 year, pay and benefits will be directly aligned to the Master CBA, so no deviation or increase will materialize in the form of additional compensation / incentivization.

**Unsatisfactory** | Unsatisfactory performance will follow a similar structure as detailed in the aforementioned dismissal section for teachers and Leadership Support Team. For the School Director, metrics as set forth by the governing board (to be determined, but aligned with teacher survey metrics, school climate metrics, student achievement and growth, external stakeholder feedback, and other data points) will guide effectiveness and evaluation.

**Effective Planning for Turnover** | Building a strong bench of teachers, staff, and board members is essential to the effectiveness and growth of our school.

- Keep recruiting pipeline open, building deep pool of potential hires after we are staffed for the 2018-19 school year;
- Engage Leadership Support Team, School Director, and board members to come up with personal bench (i.e. "if you could no longer serve in your role, which people could serve in the position?");
- Keep a pulse on current team members via climate and staff surveys and ongoing conversations;
- Manage staffing effectively so that departures, turnover, and re-staffing is happening over the summer (to the best of our ability);
- Continue to build board so that exits minimally impact; prep back-up roles (chair, vice-chair, etc.);

- Empower teachers and staff to take on additional responsibilities and perspectives so in the case of turnover, others (internally) are ready to step up and take on responsibility and work streams.
- f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

Not applicable as our staffing plans do not deviate from the Master Collective Bargaining Agreements.

## G. School Calendar and Schedule

1. A school calendar for the proposed school's first year of operation, including total number of days school is in session, hours of instruction, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment provided as **Attachment I (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

Please see **Attachment I**. The calendar was designed to create time for student inquiry, deeper learning and collaboration; student-driven learning time via daily tutorials; and daily leadership and identity development through Leadership, Empowerment, Agency, Development (LEAD) Block. Our three terms allow us to focus on foundations and intentions during the fall, apply and develop skill throughout a winter term, and a longer spring term builds in time for state-mandated assessments, final diagnostic and growth assessments, and student portfolio creation and defense. School days are aligned with the 2018-19 DOE calendar, which provides for alignment to the HSTA CBA.

2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:

- a. A description of the length and schedule of the school week.

- School week runs Monday-Friday, generally 8AM-3PM (students leave at 2:20PM on Wed)
- Each day students have four out of five courses in the form of 70 minute blocks
- Students begin each day with a brief huddle (advisory) and morning opening
- Each day features a 33 minute students-elected tutorial learning session
- M, T, Th, F features a 40 minute LEAD Block
- Daily 30-minute lunch

- b. A description of the length and schedule of the school day including start and dismissal times

- Week and teacher day runs from Monday to Friday, 8AM - 3PM every day
- Student school day: 8AM-3PM, M/T/W/F; W is a staff huddle day; students released at 2:20PM

- c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.

- Teachers: Average 257/day (243/day \* 4; 313/day \* 1) = 1285 CBA Teacher Instructional Time academic instruction minutes / week. In addition, an average of 52 minutes programmed each day (Morning Huddle, LEAD) (52 \* 5) = 260 "Student Learning Time / Other CBA Minutes" per week.

- Students, Per Day: 4 classes (70 min/each), 1 tutorial (33 min), 1 LEAD Block (Avg. 32 min/day), Morning Huddle (20 min/day) =  $[(70*4) + 33 + 32 + 20] = 365$  minutes / day (1,825 min/week)
- 365 mins/day for students \* 182 days = 66,430 (or \* 189 days = 68,985)

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

- Core subjects for grades:
  - 6th: ELA, Math, Science, Social Studies, Hawaiian Studies
  - 7th: ELA, Math, Science, Social Studies, World Language, Theatre
  - 8th: ELA, Math, Science, Social Studies, World Language, Theatre
  - 9th - 12th: TBD based on scheduling and Running Start integration
- Minutes / day = 280; minutes / week = 1,400

**e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.**

We maximize student learning time while providing ample opportunity to develop skills and mindsets across cohorts. The following was used when designing this schedule:

- A morning huddle and daily close sets academic intentionality for the day;
- 70-minute blocks provide teachers opportunities to dive deep into curriculum daily;
- Minimized passing time maximizes learning time;
- A 30-minute lunch gives children ample time to breathe and stretch midday;
- Daily 33-minute tutorial supports student-driven learning and development (choice-based);
- 40-minute LEAD Blocks M, T, Th, F allows students and teachers to cross-pollinate student groups, encourage teacher leadership, build community and culture, and engage community members;

**f. Clear information about how teachers' work will be organized on a weekly or annual basis, including teacher planning time and professional development. The number of hours or minutes in a day for teacher planning time.**

2013-17 CBA demands 225 minutes / week - we have met this, and have allocated an additional 75 minutes / week for teacher-initiated leadership development and collaboration.

**g. Clear information about the length of the school day and year, including summer school and time allocated for teacher professional development.**

Please see **Attachment I** for detailed information on the school year. Each day begins at 8AM and ends by 3PM and we follow the BOE-approved 2018-19 SY calendar, in line with current CBA requirements.

**h. A school calendar and student schedule which provides at least as much core instructional time during a school year as required of other public schools.**

Please see **Attachment I** and **Attachment J** for details.

**i. Explain any aspects of the school year that are not evident on the calendar or would benefit from further elaboration.**

Not applicable as the calendar offers our current view of the 2018-19 school year.



- j. Provide as **Attachment J (required attachment, no page limit)**, a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (lower elementary, upper elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Please see **Attachment J**.

- k. Provide as **Attachment K (required attachment, no page limit)**, a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample for each grade. Present a typical week of instruction, including: length of the teacher's work day, supervisory time, planning periods, professional development, and any other duties the teacher performs in a given day.

Please see **Attachment K**.

- l. Provide as **Attachment I (required attachment, no page limit)**, a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates: days that school is in session, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment.

Please see **Attachment I**.

- m. A clear description, provided as **Attachment D (required attachment, 1 page limit)**, of a school day from the perspective of a student (from their entry into the building to their exit) in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

Please see **Attachment D**.

- n. A clear description, provided as **Attachment E (required attachment, 1 page limit)**, of a school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

Please see **Attachment E**.

## H. Supplemental Programs

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

The founding board and Leadership Support Team will explore potential, future summer programs during the Fall of 2017.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

Founding board and Leadership will explore potential, future summer programs during the Fall of 2017.

## **I. Third-Party Service Providers**

### **1. Service Provider Selection and Track Record**

- a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

Not applicable because DreamHouse Ewa Beach does not contract with a Service Provider.

### III. Organizational Plan

Describe an organizational plan that will incorporate a strong governance and oversight model that will facilitate both your academic and financial plans.

A clear vision, set of criteria, timeline, delineation of responsibilities, and corrective action protocols guide a strong organizational plan. The DreamHouse organizational plan will ensure the following: effective delivery of the education program, transparent financial management and oversight, active governance and reporting, the well-being of students and employees, a safe and adequate learning environment, and compliance with local, state, and federal law, as well as Commission requirements.

#### A. Governance

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision. If different from the proposed school's mission and vision, a clear and concise description of the governance philosophy that will guide the proposed school governing board.

**Vision:** The vision for the DreamHouse School Board is a school that empowers leaders, affirmed in their identity, and committed to positive change within our island community.

**Mission:** The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan.

2. A description of the responsibilities of the governing board as a whole, its working relationship with the proposed school, and a description of the roles and responsibilities that each member of the governing board will have (i.e. Chairperson, Vice Chairperson, Treasurer, Secretary).

**Board responsibilities as a whole** - The primary role of the proposed school governing board is to empower and hold accountable the School Leader and Leadership Support Team in the effective delivery of an educational program aligned to its charter alongside strong organizational and financial management. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower DreamHouse with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter.

**Working relationship with the proposed school** - our board members are the trustees of DreamHouse; each serves the school, but also holds the school accountable. The board will primarily interface with the School Director in weekly, monthly, and quarterly communication around various performance indicators, progress, compliance, and any concerns; members of the Leadership Support Team will be engaged in applicable matters (i.e. Instructional Lead and Operations Lead with Academics and Organizational components, respectively)

**Description of roles and responsibilities of each member** - from the proposed school board bylaws (within Attachment Q):

- *Chair and Vice-Chair.* The Chair shall establish the agenda for and preside over all meetings of the Board, and shall have such other powers, functions, and duties as the Board may specify or delegate to the Chair. In the absence of the Chair from any meeting of the Board, the Vice-Chair shall preside.
  - *Treasurer.* The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board.
  - *Clerk.* The Clerk shall maintain records of all proceedings of the Board in a book or books kept for that purpose and will share publicly as mandated by local statute.
  - *School Director.* The Board shall appoint an additional Officer with the title School Director, who shall be responsible for carrying out the mission of the School in accordance with policies established by the Board (i.e. this charter). The School Director shall serve ex-officio as a non-voting member of the Board.
  - *Other Officers.* Other officers may be appointed and shall have such duties and powers as are prescribed by the Board.
3. Organizational charts, provided as **Attachment Q (required attachment, no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Please **Attachment Q** for DreamHouse organizational charts.

4. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

The current applicant governing board is six total members, and seven is the desired size for the founding school governing board including chair, vice chair, treasurer, clerk, School Director, and three additional board members. With regard to key skill areas, a balance of academic performance management, non-profit and organizational management, financial management and accounting, friend- and fundraising, legal, and human resources / human capital development is important; at no time will our board lack at least one person in each of these five areas. Multiple individuals will sit on one of three board committees: academic performance, organizational governance, and finance/fund development. In addition, we have and will continue to prioritize board recruitment from the local 'Ewa

Beach community, aligned to these experience areas. Lastly, we will have a minimum of one parent representative on the board at all times.

- Each will have one vote (except School Director) and the management hierarchy will be (1) chair, (2) vice chair, (3) treasurer, (4) clerk; in the absence of any one of these members, the next in authority will serve as lead.
- *School Board-School Director Interaction* - The School Director will sit on the school governing board as an ex-officio, non-voting member, serving as liaison to the school and communicating / implementing decisions made by the board within the school. The School Director will communicate bi-weekly with the School Board chair to discuss pertinent topics including current academic progress, staffing, school climate, financials, etc.
- *School Board-Nonprofit Board Interaction* - No board member may sit on the School Board and the nonprofit board simultaneously, except for the School Director. Any communication between the School Board and Nonprofit board will flow primarily through the board chairs of respective boards while engaging the School Director, and the primary topic of conversation should pertain to the financial management of the school. The nonprofit board does not have any authority over budgetary decisions relating to the operation of the school.
- *a) Academic and Operational Success* - Our board will be comprised of individuals who are vision- and values-aligned and possess academic performance management skills including, but not limited to: managing people to results, non-profit governance, familiarity with curriculum and instruction, performance management, and parent/community engagement.
- *b) School & School Director Evaluation* - Clear goals and metrics of success have been set throughout the charter for academic, organizational, and financial areas, and it is the School Director's responsibility to meet these goals. In the case goals are not being met, investigative conversations will take place between School Director and Board Chair. It is ultimately the School Board's decision to retain and develop, or seek replacement for the School Director.
- *c) Active and Effective Representation of Key Stakeholders, Including Parents or Guardians* - We will actively seek 'Ewa Beach community members to serve on the board, including at least one parent, in addition to partnership with our Community Council. Rotating terms will allow new parents to join.

5. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the virtual learning program that ensures the effective oversight of the virtual learning program, including a clear and realistic description of the requisite knowledge of virtual learning that the proposed governing board currently possesses or will endeavor to possess.

Not applicable as DreamHouse does not have a virtual or blended learning program.

6. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, a reasonable explanation justifying the membership changes;

Not applicable as DreamHouse has not made changed to the Applicant Governing Board.

7. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:

- a. A list of all current and identified proposed school governing board members and their intended roles;

- **Alex Teece** (non-voting) (UH COE Adjunct Faculty, Educator) → School Board Member
- **Dr. Deborah Zuercher** (UH COE Professor, Program Lead) → School Board Chair
- **Jane Henzerling** (School Founder & Leader) → School Board Member
- **Ed Kaukani** (Retired Banker, Manager) → Treasurer

b. A clear summary of members’ qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;

QUALIFICATIONS
<p><b>Dr. Deborah Zuercher</b> has worked to empower teachers to become agents of change that positively impact student achievement in their classrooms for over 28 years. She embodies the following skills, knowledge, and mindsets to make her an ideal DreamHouse school board member:</p> <ul style="list-style-type: none"> <li>• Classroom &amp; School Leadership - former teacher, assistant principal, and principal;</li> <li>• Coaching - Master’s candidate coach for teachers in Hawai’i, American Samoa;</li> <li>• Curriculum &amp; Instruction - PhD in Curriculum &amp; Instructional Design;</li> <li>• Program Evaluation - designed and leads an international teacher training program;</li> <li>• Fundraising - multi-million dollar track-record at University of Hawai’i and beyond;</li> <li>• Community-based - lives of the West Side, coaches in the Leeward Complex, knows Ewa Beach and has a strong commitment to the children of the community;</li> <li>• Culturally Sensitive - teaches indigenous qualitative research methods, literacy, performing arts and health education courses;</li> </ul>
<p><b>Ed Kaukani</b> was born and raised in ‘Ewa Beach and graduated from James Campbell High School in 1980. He brings a deep, local background to DreamHouse including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Financial Management - 20+ years of local finance experience at First Hawaiian Bank;</li> <li>• Human Resources - matriculating, training, and developing employees at FHB;</li> <li>• Community Knowledge - Ewa Beach parent, public school graduate, and community leader;</li> <li>• Partnership Development - deep knowledge of local community organizations;</li> </ul>
<p><b>Jane Henzerling</b> is the founder and current head of school for Mission Preparatory School, a K-8 college preparatory charter school in a high-poverty area of San Francisco. She has a deep non-profit and educational background:</p> <ul style="list-style-type: none"> <li>• Organizational Management - served as Teach For America Miami’s Executive Director and was responsible for fundraising, hiring and development, program management, and growth;</li> <li>• Academic Performance Management - designed, built, and grew a charter school from scratch, serving as founding director;</li> <li>• Human Capital Development - coaches and develops leadership team, board, and teachers at a school with 20+ staff;</li> <li>• Program Design / Community- served as key thought-partner and mentor to proposed school director and has a deep commitment to the children and families of Ewa Beach;</li> </ul>
<p><b>Alex Teece</b> is the proposed School Director for DreamHouse and has been working on this project since November 2012. He has developed the following board-level skills:</p>

- Organizational Management - co-founder of DreamHouse, Inc. and board member of multiple local non-profits and organizations;
- Financial Management - MBA in accounting and international management;
- Fundraising - served as Head of Development for two years at local non-profit
- Academic Program Management - served as designer, team, and school lead for summer school program with leadership team of six, 30+ teachers, and 130+ students
- Community - Ewa Beach teacher and active in multiple community organizations

- **Zach Dilonno** (current non-profit board chair) is an attorney at Alston Hunt Floyd & Ing, and has been working on this initiative since 2012 as a founding member of the DreamHouse team; his counsel and experience will continue to support the school from the nonprofit side.
- **Meilan Akaka Manfre** is an active non-profit board member who has a deep background in leadership development and human capital management (human resources).

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

Please see **Attachment R** for Board Member Information Sheets and resumes.

- d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications; and

All founding board members have been identified. Please see below for board growth plan.

- e. If the current Applicant Governing Board will transition to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

**Board Development** - Our founding Applicant Governing Board will serve as the cornerstone for our more permanent governing board. Four of the six members will transition to the full-time board and we will begin recruiting new board members from a deep pipeline that we have established.

- *Summer 2017* - confirm additional three members who have been identified;
- *Fall 2017* - upon decision rendering from Commission, confirm / onboard board members; continue to engage individuals in our pipeline that fit our board profile as established in our bylaws;
- *Spring 2018* - Founding School Board will eventually be seven total members with experience across academic performance management, non-profit and organizational management, financial



management and accounting, friend- and fundraising, legal, and human resources / human capital development is important; at the moment, four are confirmed and three are in the pipeline.

As our school continues to grow from 2018-19 to the 2019-20 school year, we will seek additional board members to build from our founding seven to a maximum of 15. We will leverage existing board networks to identify potential new members who bring diverse experience and expertise that would complement our existing composition, with a lens towards diversity, community experience, and additional skill sets. Upon confirmation and approval from the board chair and a majority of existing board members, incoming board members will receive informational briefings on the academic, organizational, and financial history, progress, and trajectory of the proposed school. Upon confirmation and approval from the board chair and a majority of existing board members, incoming board members will receive informational briefings on the academic, organizational, and financial history, progress, and trajectory of the proposed school. A school site visit, individual meetings with members from the Leadership Support Team and founding teaching team, as well as in-depth time with the School Director will offer a lens in the current operation of the school. In addition to academic score reports, organizational charts and policies, and financials, new board members will spend time with the board chair to acclimate to board of the proposed school. Lastly, the incoming board member will offer a list of questions, thoughts, and ideas at the next board meeting to bridge any gaps and knowledge and integrate into the School Board.

8. [A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee\(s\); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually \(such as through conference calls, videoconference, or web conference\).](#)

**Governance Procedures** | All methods for board elections and turnover are delineated in DreamHouse's bylaws, found in Attachment Q. Existing DreamHouse School Board member may recommend a potential board member to the School Board at any time; a simple majority vote and approval from the board chair would qualify this person.

- School Board members serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term is considered to have been served after three annual meetings. Board members serve staggered terms to balance continuity with new perspective. Any vacancy occurring on the School Board and any position to be filled by reason of an increase in the number of board members may be filled, upon recommendation of a sitting board member, by a majority vote. A director elected to fill the vacancy will be elected for the unexpired term of his/her predecessor in office. A board member may resign at any time by filing a written resignation with the School Board chair.
- The Board may remove any member by a majority vote of the entire School Board at any regular or special meeting of the board, provided that a statement of the reason or reasons shall have been mailed by registered mail to the member proposed for removal at least thirty (30) days before any final action is taken by the board. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The member shall be given an

opportunity to be heard and the matter considered by the board at the time and place mentioned in the notice.

- Board members are elected by the board and will meet monthly during start-up and bi-monthly during the first academic year of operation (2018-19), moving to quarterly meetings from the 2019-20 school year and beyond; the last meeting of the calendar year will be deemed the annual meeting. Board agendas are distributed to board members at least one week prior to each meeting. All meetings of the School Board and of board committees shall be called, noticed, and held in compliance with Hawai'i State Law. DreamHouse shall keep adequate and correct records of account and minutes of the proceedings of its meetings.
- Meetings shall be conducted at the to-be-determined school site in 'Ewa Beach, unless it is determined more feasible to schedule meetings at a different geographic location, such as town or at a central location for our board members. Board meetings will generally follow: call to order; ongoing business and follow-up; urgent, high priority items; academic performance committee; organizational governance committee; finance/fund development committee; next steps and timeline; closing.
- Meetings will generally be led by board chair and School Director, as well as committee members as appropriate. Meeting notes will be uploaded to DreamHouse website within 48 hours of board meeting, as well as distributed via listserv. Board members who are not able to attend meetings in person will be required to attend virtually via conference call, videoconference, or web conference.

**Committees** | The School Board will initially consist of three committees: Academic Performance, Organizational Governance, and Finance/Fund Development. Election to these committees will be via self-election, majority vote, and board chair ratification. There is not official structure within individual committees as of the time of this application, other than the Finance/Fund Development Committee, which will initially be chaired by the treasurer; committees report to the full board.

- *Academic Performance Committee* - The Academic Performance Committee maintains oversight of the school's performance against academic goals as articulated and adopted in the accountability plan. While all board members regularly review and discuss student achievement progress and metrics, the committee has several specific responsibilities: reviews and recommends the annual academic accountability plan for adoption; provides regular updates regarding school's progress toward academic outcomes; educates Board members about the adopted academic goals and assessment tools and their relation to the school's mission.
- *Organizational Governance Committee* - The primary responsibilities of the Organizational Governance Committee are to: identify, recruit, and nominate persons to serve as members and officers of the School Board, school Leadership Support Team, and teaching team, with support from the overall board; orient and train new and current board members; oversee adoption and implementation of board policies, bylaws, and due diligence functions; and oversee annual evaluation processes of each board member and the board as a whole as measured against board responsibilities and performance expectations. In addition, they will serve as a human capital and recruitment pipeline for potential school site staff, working closely with the School Director in finding talent and building a deep pool of qualified candidates to grow the school.
- *Finance/Fund Development Committee* - The Finance Committee coordinates the board's financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The committee also provides oversight of the organization's financial audit. Specifically, the committee: monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the

board; reviews the annual budget and recommends it to the full board for approval; monitors budget implementation and financial procedures; monitors budget assets monitors compliance with federal, state, and other financial reporting requirements; and helps the full board understand the organization's financial standing. This committee will also support fund development and fundraising, developing alignment with our non-profit's board and fundraising strategy.

9. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

(1) *DreamHouse Applicant Group.* Currently, on the applicant group team, there exists three members of the DreamHouse, Inc. 501(c)(3) nonprofit team. This overlap is for application purposes only and if our application is approved, these four members will be immediately removed from the founding governing board and will serve on the 501(c)(3) Nonprofit DreamHouse, Inc. board only.

(2) *School Director.* The proposed School Director, Alex Teece, currently sits on the applicant governing board, and it is proposed that they will sit on the School Board and 501(c)(3) Nonprofit DreamHouse, Inc. board as well as a non-voting, ex-officio member.

(3) *DreamHouse, Inc. 501(c)(3) Nonprofit Board.* The DreamHouse, Inc. Nonprofit is in existence to support the proposed school, DreamHouse. The nonprofit does not have governing duties or voting privileges with regard to the proposed school, the personnel, or projected assets.

(4) *Hawai'i State Public Charter School Commission Members.* Multiple members of our founding applicant team have personal and professional relationships with, and a deep respect for Commissioners Jill Baldemor and Mitch D'Olier. While we recognize it is ultimately Mrs. Baldemor's and Mr. D'Olier's decision whether or not to participate in or abstain in the voting process due to these relationships, we do want to highlight these valued relationships.

10. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

**Board Development** - Our founding Applicant Governing Board will serve as the cornerstone for our more permanent governing board. Four of the six members will transition to the full-time board and we will begin recruiting new board members from a deep pipeline that we have established. As mentioned in our bylaws, we seek board members who are from the local community, from the Hawaiian Islands, and / or individuals who may not reside in Hawai'i, but have a deep commitment to the children and community of 'Ewa Beach. As such, we will leverage existing and developing networks to identify, recruit, and onboard new School Board members to increase the overall capacity of our governing board.

Due to its depth and alignment with our school's purpose, the applicant board has leveraged the *State of Colorado's Charter Board Governance Training Guide* for this section. As mentioned in *Chapter 2: Identification and Recruitment of Board Members*, our aim is to build a public school leadership team around shared values, through which we will govern the proposed school. Our main strategies for recruitment and increasing our board capacity include: (1) leveraging our Organizational Governance Committee, (2) leveraging the network of our associated Nonprofit, (3) building new board member recruitment into the strategic growth priorities of the school, (4) maintaining term limits and holding expectations that board members actively search for their replacement, and (5) maintaining a public,

interactive website that profiles board members, responsibility descriptions, board vision, minutes, and other business in order to add transparency and opportunities to engage with our governance team and process. A sample timeline is as follows:

- *2017-18, planning year* - establish founding board and initial members of the Organizational Governance Committee, actively preparing for additional board member recruitment through (1) preparing a board recruitment packet (including, but not limited to: bylaws, position description, charter contract, strategic plan, founding governing board profile with list of current members), (2) developing within the strategic plan priorities for increasing board member diversity, (3) conducting first round of personal contact with top board recruits (lead by board chair, School Director, and point of contact from board, if applicable), (4) schedule and conduct orientation sessions with new board members, (5) selection and official appointment of new board members to School Board.
- *2018-19, Year One* - continue with staggered terms of board members while actively recruiting new members to build board size to no more than 15 members, all with a diverse range of backgrounds, experiences, and expertise; proceed with steps 3, 4, and 5 to recruit, matriculate, and onboard new board members.
- *2019-20, year 2* - continue with staggered terms of board members while actively recruiting new members to build board size to no more than 15 members, proceeding with steps 3, 4, and 5 to recruit, matriculate, and onboard new board members.
- *2020-21+, year 3+* - continue with staggered terms, exiting board members are replaced by new, and recruitment activities continue.

**Orientation of New Board Members** - As highlighted in the *State of Colorado's Charter School Board Governance and Training Guide (Chapter 3: Orientation and Training of Board Members)*, we aim to divide orientation and support of board members over four stages: (1) during recruitment, (2) new member orientation, (3) early service (first three months), and (4) ongoing orientation (3+ months).

*(1) Recruitment Stage* - As mentioned above, orientation of board members of the charter school actually begins early in the recruitment process. In the recruitment stage the prospect received an overview of the charter school's mission and strategic plan, the charter school contract, the educational program, financial data, and other background information. The prospect will also receive a list of expectations of board members including number of meetings, committee assignments, length of board term and an idea of the time commitment required.

*(2) New Member Orientation* - Before the first board meeting, a meeting will be scheduled between the new board director and key individuals in the charter school (primarily School Director). A detailed board director manual will be provided, which will include bylaws, articles of incorporation, the charter school contract, a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements, a list of board members and their addresses (to be introduced at next meeting), lists of committees and any staff assignments, and copies of previous board minutes.

*(3) Early Service, First Three Months* - Regular check-ins between the new board member and their board mentor to answer questions and help the member become acquainted; new board director has become involved in their chosen committee assignment and continues orientation to the work of that specific committee; continued engagement with background materials.

(4) *Ongoing Orientation, Past Three Months* - Continued assistance and support so new member can carry out the responsibilities effectively; opportunities for board members to attend special workshops related to their assignments and interests. In addition, special leadership training opportunities to current and prospective officers (president, vice president, secretary, treasurer), which will be determined; opportunities to expand responsibilities of board members and rotate committee assignments to help satisfy the interests and development.

11. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

DreamHouse, Inc. is a 501(c)(3) organization in the State of Hawai'i that was registered on January 2, 2014. It is in good standing with the State's Department of Commerce and Consumer Affairs and is registered with the IRS (EIN: 46-4447642). The non-profit's mission: support the success of DreamHouse through fundraising, friendraising, and facilities.

12. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

Our nonprofit board is independent of the proposed school; the proposed school has no fiduciary responsibility or contractual obligation to the nonprofit.

- **Zach Dilonno; Chair** - Currently an attorney in Honolulu, Zach has extensive experience in local legal proceedings, legislative activities, and has previously clerked at the Hawai'i Supreme Court. He is a graduate of the Richardson School of Law at the University of Hawai'i at Mānoa.
- **Meilan Akaka; Vice Chair** - Meilan sits on multiple nonprofit boards in Hawai'i and is actively involved in political and leadership spaces in Hawai'i (she is the niece of former US Senator Daniel Akaka). Meilan is a graduate of Punahou School and is deeply committed to expanding educational opportunity for children in the Hawaiian Islands.
- **Alex Teece; Board Member** - Alex is a founding member of the non-profit team and recently joined the board in order to strengthen operations and collaborations as we develop DreamHouse Ewa Beach charter school. He brings years of finance, fundraising, and an extensive education network to the non-profit.

Additional community, business, political, and cultural leaders have been identified and engaged in joining the DreamHouse, Inc. board and we will post updates regarding our growing board.

13. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes [§302D-19](#).

In alignment with 302D-19, DreamHouse has designed the following school closure protocol around three main pillars: (1) Communication to parents, community, and stakeholders; (2) Smooth transfer of students and records to new schools; (3) Fulfilling financial obligations and asset distribution. In the case that school closure has become the only viable option forward, the following would occur:

<b>TIMELINE / TASKS / PERSONNEL RESPONSIBLE</b>
<b><i>WEEK 1: Immediate (day-of decision)</i></b>
<p><b>Bucket:</b> Communication / <b>Personnel:</b> School Leader + School Board Chair</p> <ul style="list-style-type: none"> <li>(1) Notify Commission of decision; internal staff meeting / communication as well;</li> <li>(2) Release e-mail to all parents notifying dissolution, including next steps, options, with support;</li> <li>(3) Print / mail-merge notification letter; send home with students (or mail);</li> <li>(4) E-mail all funders and major supporters; local school leaders who may receive our children; creditors</li> <li>(5) Write public information release and distribute to local new agencies;</li> </ul>
<b><i>WEEK 1: Following day(s)</i></b>
<p><b>Bucket:</b> Communication / <b>Personnel:</b> School Team, School Board, Non-Profit Board</p> <ul style="list-style-type: none"> <li>(1) Call every home and share facts, empathize, listen, and clear next steps; invite to open meeting;</li> <li>(2) Host open meeting in community / at school to lift up facts, empathize, listen, and offer options</li> <li>(3) Clearly track e-mail opens, phone calls received, attendance at event; ensure 100% contact</li> </ul>
<p><b>Bucket:</b> Financial Obligations / <b>Personnel:</b> School Leader, Ops Lead, School Board, Non-Profit Board</p> <ul style="list-style-type: none"> <li>(1) Compile real-time financial position, cash on hand, A/R + A/P, short-term obligations, etc.</li> <li>(2) Communicate financial position to Commission, employees, creditors; expected timeline of events; ensure payment (if possible) or restitution order, protocol (if not possible);</li> </ul>
<p><b>Bucket:</b> Student Transfer / <b>Personnel:</b> School Leader, Ops Lead, Special Ed Lead, School Board Chair</p> <ul style="list-style-type: none"> <li>(1) Compile individual digital files for each student; share with school student enrolls in;</li> <li>(2) Collaborate with Special Ed Leads at schools to ensure smooth transition for children with IEP / 504</li> <li>(3) Deliver / make available for pick-up all confidential records and paper copies</li> </ul>
<b><i>WEEK 2</i></b>
<p><b>Bucket:</b> Communication / <b>Personnel:</b> School Leader</p> <ul style="list-style-type: none"> <li>(1) Update stakeholders (parents, creditors, etc.); give clear timeline + next steps</li> </ul>
<p><b>Bucket:</b> Student Transfer / <b>Personnel:</b> School Leader, Operations Lead, Special Ed Lead</p> <ul style="list-style-type: none"> <li>(1) Ensure all students have new school home within the first 10 school days following announcement</li> </ul>

<p>(2) Ensure all records follow students; track</p> <p>(3) Connect with each Special Ed Lead at respective school to ensure smooth transition</p>
<p><b>Bucket:</b> Financial Obligations / <b>Personnel:</b> School Leader, Ops Lead, School Board, Non-Profit Board</p> <p>(1) Fulfill all possible financial obligations (school payroll, creditors, state treasury); create restitution protocol and action timeline if assets are insufficient</p>
<p><b>WEEK 3+</b></p>
<p><b>Bucket:</b> Communication / <b>Personnel:</b> School Leader</p> <p>(1) Update stakeholders (parents, creditors, etc.)</p>
<p><b>Bucket:</b> Student Transfer / <b>Personnel:</b> School Leader, Operations Lead, Special Ed Lead</p> <p>(1) Follow up on student transfers and check student status, outstanding record needs</p>
<p><b>Bucket:</b> Financial Obligations / <b>Personnel:</b> School Leader, Ops Lead, School Board, Non-Profit Board</p> <p>(1) Liquidate all owned assets and submit proceeds to outstanding obligations, or to state treasury (tracking everything; working closely with Commission)</p> <p>(2) Donate all remaining assets to local schools, Goodwill, etc.</p> <p>(3) Engage Commission in final check of books, protocol, student transfer, etc.</p>

## B. Organizational Performance Management

1. Comprehensive and effective plans for evaluating and monitoring organizational performance that explain how the proposed school will measure and evaluate performance data, including:
  - a. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

**Organizational Performance Data Evaluation Plan** | Three main buckets: (1) compliance, (2) climate, and (3) charter. Personnel mainly responsible for managing, maintaining, and interpreting systems and data pertaining to organizational performance: Leadership Support Team (Operations Lead, Instructional Coach, School Director), board chair, and governance committee; teachers and overall School Board will help in contributing to and owning this system as well.

**(1) Compliance** - Our organizational oversight is grounded in the organizational performance framework components of legal compliance, accountability, transparency as outlined in the State Commission’s charter contract renewal process (August, 2015). There are six main areas in the framework: (1) education program, (2) financial management and oversight, (3) governance and reporting, (4) students and employees, (5) school environment, and (6) additional obligations (TBD). Our goal is for all six areas to meet internal compliance metrics, and the first five meeting proficiency for the Commission. The following components of compliance will be actively managed and maintained at DreamHouse as part of ongoing operations:



WHAT	OWNER	SUPPORT	WHEN
Special education student files	Special Ed Lead	Operations Lead	Ongoing; collected in the beginning of the year and managed throughout
Governing board agenda, minutes, roster	School Director	Operations Lead	Bi-monthly (planning period and Year One) and quarterly (year 2+), agenda located within internal folders, minutes and roster posted on DreamHouse public website
School Director evaluation system	Board Chair	Operations Lead	Semi-annual School Director evaluation led by School Board chair; system support on school side from Operations Lead
Notice of student privacy rights (FERMA)	Operations Lead	School Director	Beginning of year; records held centrally, internally at DreamHouse
Student records	Operations Lead	School Director	Beginning of year; records held centrally, internally at DreamHouse; also, academic components held within ILDPs (Infinite Campus)
Non-HQT notifications to parents	Operations Lead	School Director	Sent in beginning of the year communication and as appropriate if new teachers who are non-HQT status are hired
Criminal background checks	Operations Lead	School Director	Part of onboarding and hiring; kept internally, centrally
Teacher evaluation system	Instructional Coach	School Director	Ongoing and managed by Instructional Coach; evaluations occur quarterly as outlined in
Supplemental collective bargaining agreement(s)	Teachers, School Director	Board Chair	This will not be drafted until a founding group of teachers determines the gaps and needs of our school day and year; spring / summer 2018
Safety plan	Operations Lead	School Director	Built out during planning year and when facility is identified; teachers, students, and staff will all receive training and orientation during beginning of year
Fire drill log	Operations Lead	School Director	Beginning of the year set-up to code; Operations Lead oversees fire drills, safety procedure, and log maintenance
Driver qualification	Operations Lead	School Director	Staff undergo background checks and license / insurance records maintained internally, held centrally

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Vehicle inspection documents	Operations Lead	School Director	Vehicle inspections for staff and for any vehicles being used during school time, with students, are fully inspected and registered; records maintained internally, held centrally
Certificate of occupancy & building permits	Operations Lead	School Director	Obtained once building is identified and up-to-code; maintained internally, held centrally
Student health services	Operations Lead	School Director	Student health records obtained during school matriculation; adjustments made during school year and maintained internally, held centrally;
Student withdrawal / transfer procedures	Operations Lead	School Director	Maintained internally, held centrally; transfer procedures will be in line with Complex procedures (built out during planning year in collaboration with Ilima, Ewa Makai initially)

**(2) Climate** - Our organizational performance evaluation and governance strategy around climate will pertain to (1) staff, (2) students, and (3) families and community.

- *Staff* - In line with the “feedback rhythm” detailed in the Professional Culture section of the Academic Plan, our staff climate will be constantly monitored and evaluated through the use of climate surveys, whole team feedback and climate assessment spaces (primarily Wednesday Huddles), and one:one feedback; these touch points will give the Leadership Support Team, the School Director, and ultimately the governance board quantitative (survey) and qualitative data points through which to monitor, govern, and offer recommendations around.
- *Students* - Similar to the rationale behind staff climate, students will have an opportunity to weigh in on school culture and climate indicators that are student-facing and pertain to the student experience; these will be aligned to the student survey that is offered as part of staff evaluation, which will give staff interim data points through which to actively and strategically respond.
- *Families and Community* - Climate surveys extended to parents and community members, as well as transcripts or qualitative data points from community meetings will be offered to School Board for an additional perspective on the school.

**(3) Charter** - Our organizational performance evaluation and governance strategy around our charter is an accountability and transparency measure for our School Board, Leadership Support Team, and overall school around academics, organizational, and financial. As part of bi-monthly (Year One) and quarterly (year 2+) meetings, the School Board will follow a template (built out during the planning year) that (a) raises up urgent and immediate issues and challenges facing the school, (b) gives space for each of our committees to highlight progress, challenges, support needed, and next steps, and (c) strategizes our board, school, Leadership Support Team, and supporting Nonprofit’s months or quarter ahead.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:

- a. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

Stage	Performance Management Corrective Actions
1	SYSTEM CLARITY   Clear performance metrics, timeline, and expectations established at beginning of school contract term and board founding.
2	PERSONNEL CLARITY   Clarity for personnel expectations for all individuals involved with management and governance of school (primarily Leadership Support Team, School Board); Nonprofit board is responsible for support, but not for management or governance.
3	PERFORMANCE LAPSE IDENTIFIED   A breach of culture occurs if (a) data is firmly pointing to a lapse in performance or progress within academic, organizational, or financial buckets, and/or (b) specific personnel has been identified at being directly involved with this breach or is contributing directly to this underperformance.
4	IMPROVEMENT EFFORT LEVEL I   Leadership Support Team and/or board clearly addresses this breach and respective personnel are given opportunity to make corrective actions and improve performance situation (on a to-be-determined, finite timeline).
5	IMPROVEMENT EFFORT LEVEL II   If corrective action cannot be achieved through empowering respective personnel to make performance improvements, board chair will work with appropriate personnel in the management area to design improvement plan for performance area and/or personnel; if in fact the gap is occurring at the board or board chair level, the overall board and board leadership (vice chair, treasurer, and clerk) will assist in implementing improvement plan.
6	CONTINGENCY & SEPARATION   If no progress is made on improvement plan after specified, limited period of time, board and Leadership Support Team will consider additional contingency options and potential personnel separation from performance area and/or school.

**Organizational Performance Standards** | In line with our Organizational Performance Framework and metrics outlined in our evaluation plan, we will align corrective action to our three main buckets of (1) compliance, (2) climate, and (3) charter; the charter bucket will cover additional organizational issues not driven by Commission-specified compliance metrics, or climate issues driven by staff, student, family and community surveys and feedback.

**(1) Compliance** - For each of the items listed in the compliance review section of the 2015 contract renewal process established by the Commission, the main owner and support personnel will drive action and compliance on each item on an ongoing and appropriate timeline as outlined within our evaluation plans. If at any time any of the compliance items are out of compliance internally, we will apply the pedagogy above and move into our third stage of identifying the performance lapse, and then allowing the area-owner limited space and additional support to devise an immediate action plan to move the

out of compliance item into compliance swiftly, along with a specified timeline, benchmarks and checkpoints, and a legitimate pathway to compliance. If empowering the item-owner proves insufficient and progress towards compliance is not evident, the School Director and potentially the board chair will engage in improvement efforts (please note: board members will only be involved with critical non-compliance items that put the charter at risk).

**(2) Climate** - Survey and feedback data, both quantitative and qualitative in nature, from staff, students, families and community members is vital to the self-reflective and growth-oriented mindset our school community and culture. Positive feedback will be shared internally at a staff level and used as culture- and foundation-building affirmation. Feedback from various stakeholders offering suggestions will be taken into consideration by the Leadership Support Team and highlighted for the entire staff to consider, if deemed appropriate, feasible, and vision-aligned. Negative feedback and conversations about DreamHouse that could be weighing on culture will be addressed appropriately for internal / external issues.

**(3) Charter** - For organizational issues that do not fall within organizational compliance as set out by the Commission, or climate or culture issues that may be driven by staffing and/or organizational structure, we will codify these as Charter-related issues and will apply the pedagogy from above to each, unique situation.

*Actions that would be taken if the proposed school is issued Notices of Concern or Deficiency* - Aligned with our corrective pedagogy outlined above, the following actions would be taken if DreamHouse is issued any Notices of Concern or Deficiency from the Commission: (1) issue highlighted and clearly identified at board level; (2) initiative initial investigation; (3) if necessary, improvement plan initiated; (4) implement secondary level of support; and (5) engage Commission.

## C. Ongoing Operations

1. [If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events. If the proposed school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?](#)

- *Daily Transportation* - We will not provide daily transportation to and from our school site. We will encourage matriculated families and students to use the following transportation methods: driving, carpooling, The Bus, biking, or walking.
- *Field Trips* - We will utilize Roberts bussing services for field trips. If at some point we acquire school vehicles (i.e. 15-passenger vans), we will be sure to follow all safety and regulatory protocols; however, at the time of this application, we will outsource field trip transportation duties to Roberts or alternatively considered bussing services.
- *Athletic Events* - Per Hawai'i DOE policy, our students will have access to participate in athletics with existing Complex teams, so in our case Ewa Makai or Ilima Intermediate intramural teams, and Campbell High School's junior varsity and varsity teams. Transportation is generally provided to these programs from the district.

2. [Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed](#)

school will employ. If the proposed school has a *virtual or blended learning program*, the description must include physical or virtual security features to deter theft.

WHAT / WHEN / PERSONNEL
<p><i>DreamHouse Culture</i> - Sound hiring policies, a culture of present, trained adults, and an acute focus on a safe, welcoming, positive environment will help establish a culture of safety and security within our school. Ultimately, an aware school body, attentive visitor protocols, and an alert staff who is trained and prepared in an aligned, crisis response protocol is central to keeping our kids and campus safe.</p> <p><b>When:</b> January 2018 - January 2019</p> <p><b>Personnel:</b> Founding School Director, School Board</p>
<p><i>Facility Safety</i> - While we are still in the process of identifying a facility location, we have established the following approach to developing safety plans. The school facility will comply with all applicable state, federal, and local regulations and maintain readily accessible records for such regulations. DreamHouse will test sprinkler systems, fire extinguishers, fire alarms, and other safety equipment annually at its facilities to ensure they are maintained in operable condition at all times.</p> <p><i>Compliance with Safety Requirements Assurance</i> - DreamHouse assures that the school’s facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.</p> <p><i>School and Student Safety Plan Assurance</i> - DreamHouse assures that a school and student safety plan will be developed prior to school opening and kept on file for review, and that school staff, families, and students will be trained annually on the safety procedures outlined in the plan. If HIDOE facilities are used during the term of this charter, DreamHouse shall abide by all HIDOE policies relating to Maintenance and Operations Services. The safety plan will be developed by the Leadership Support Team and will include pertinent components (e.g. lockdown procedures, visitor policies, illness, abuse reporting, injury protocol, tsunami warnings, etc.)</p> <p><b>When:</b> February 2019 - June 2020</p> <p><b>Personnel:</b> Operations Lead with support from School Director</p>
<p><i>Fire, Lock-down, and Evacuation Drills</i> - Students and staff will participate in fire drills once per quarter, and at least one lockdown drill annually. As noted above, the school will develop a school safety plan that will be kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.</p> <p><i>Health and Safety Procedures</i> - In order to provide safety for all students and staff, DreamHouse will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school’s opening. The health and safety policy will be annually updated and reviewed, in consultation with staff and families. This policy will be distributed to all staff and families. The health plan will be developed by the Leadership Support Team and will include pertinent components (i.e. TB testing, immunizations, in-school medication, vision / hearing, blood borne pathogen prevention, CPR, drug/alcohol prevention)</p> <p><i>Emergency Preparedness</i> - DreamHouse will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall prior to school opening. This handbook will include, but not be limited to, the following responses: fire, flood, earthquake, tsunami, terrorist threats, gang activity, and hostage situations. If assuming a facility</p>

used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for DreamHouse. All DreamHouse staff will be trained on emergency preparedness procedures.

*Comprehensive Sexual Harassment Policies and Procedures* - DreamHouse is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. DreamHouse will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at DreamHouse (including employee to employee, employee to student, student to employee misconduct, and student to student). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that is in development.

**When:** July 2020+ (ongoing)

**Personnel:** Operations Lead with support from School Director

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

**Vision:** all children at DreamHouse begin and continue their day nourished.

**Mission:** DreamHouse provides breakfast and lunch for each child, every day.

**Criteria:** the follow metrics will be used to guide our search for food partners / providers.

- HEALTH: Clean, safe, healthy options;
- QUANTITY: enough for 100 kids, breakfast and lunch (year 1);
- QUALITY: adults would eat it too; seriously;
- COST: fits within budget model (\$2/breakfast, \$3/lunch);
- SCALE: ideally, option to scale services as we grow;
- CEP-friendly: DreamHouse will apply to be part of the US Department of Agriculture's Community Eligibility Provision (CEP) cohort to be reimbursed for costs.

**January 2017 - January 2018, Applicant Group Explores Partnerships:** DreamHouse applicant group is currently in conversations with multiple food providers and exploring creative food options to make it possible for all kids to be fed each day. The following partnerships and options are being considered:

- Keiki Lunchbox - Cathy Stathakos is serving as a strategic thought-partner and potential food service provider; she works with SEEQS and other charters to provide affordable food options;
- Good Clean Food - Kailua-based delivery food service that is serving as serving as strategic thought-partner in bringing healthy food options to 'Ewa Beach children;
- Local DOE Schools - we are exploring contracting with Campbell, Ilima, or Ewa Makai to buy meals from their school / kitchen - and for Campbell / Ilima, possibly eating on-site for breakfast before school starts given the proximity to our proposed geographic location;
- Street Grindz - working with multiple street truck vendors to design innovative contract- and meal-based partnerships where food trucks would provide meal options (primarily lunch) at a bulk, extended rate over the course of the year; Poni Askew (founder, CEO) thought-partnering around this with DreamHouse;

- Costco - healthy breakfast options in the form of individually wrapped items; cost-effective;

**February 2018 - May 2018, Ops Lead and School Director Secure Partnership / Develop Viable Option:** After a year of exploring options, the four months from Feb-May 2018 will be the final development of a viable food plan that will satisfy our food vision, mission, and criteria.

**June / July 2018, Ops Lead and School Director Prepare & Launch:** June will serve as a final preparation month, and July as the month we are ready for launch so that when students come to our school on Monday, August 6th, 2018, they have breakfast waiting for them.

**Note:** Long-term, we are factoring in-house meal production into our long-term plan, which would bring an external food prep service to our kitchen to run food ops. This is facility-dependent, of course.

**D. Student Recruitment, Admission, and Enrollment**

1. A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

Our vision at DreamHouse is to have a diverse student body that is reflective of the ‘Ewa Beach community, integrated across racial and socioeconomic lines. We will support all students who matriculate into our school through a randomized, public lottery.

*Recruitment Plan* - Recruitment for students to come to DreamHouse for Year One (2018-19 school year) will begin as soon as a decision from the Commission is rendered.

**Year Zero (2017-18): Timeline**

When	Headline	Actions
<b>Recruitment Phase</b>		
Aug, Sep	Announce	Highlight news and announcement within ‘Ewa Beach community to build awareness; highlight model, vision, mission, values, and timeline;
Oct, Nov, Dec	Recruit & Inform: Part I	Round I of Canvassing / walking ‘Ewa Beach highlighting information sessions, contact, timeline; Enrollment forms are made available in November;
Jan, Feb, Mar	Recruit & Inform: Part II	Round II of Canvassing and walking neighborhoods in ‘Ewa Beach handing out information and highlighting a) monthly information session, b) contact information, and c) timeline, d) March Lottery
<b>Admission, Enrollment, and Matriculation Phase</b>		



Mar, Apr, May	Lottery	March Lottery – public lottery in ‘Ewa Beach to identify incoming 100-student 6 <sup>th</sup> grade class; April follow-up and matriculation procedures, open house #1; May home meetings with 100 6 <sup>th</sup> graders to prep for summer work and pre-enrollment expectations (Leadership Support Team-, board-driven);
Jun, Jul	Enrollment & Matriculation	July open house #2 to prepare for 2018-19 school year (Year One);

**Year One (2018-19): Outreach Strategies**

- Development and distribution of marketing materials in English, Tagalog, and any other identified language as appropriate;
- Presentations and information distribution at community organizations and meetings, such as ‘Ewa Beach Neighborhood Board, ‘Ewa Beach Boys and Girls Clubs, local PTO and elementary school meetings (if appropriate), Lions Club, church gatherings (if appropriate), and other local organizational meetings;
- Information booths and information distribution at community events (Holiday parade, football games, drives), Foodland, Safeway, shopping plaza, and other public areas in ‘Ewa Beach;
- Local media publications including, but not limited to, radio, local news, and social media.

Our outreach will be nondiscriminatory without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. We anticipate a 50% FRL student population, and believe our leadership development curriculum and smaller size will attract families of all socioeconomic backgrounds.

**Year Two (2019-20)** - Following our first year, we will seek to backfill any seats in our initial 2018-19 100-student cohort by posting on our website in spring 2019 to advertise space availability for our rising 7<sup>th</sup> grade cohort. For recruiting our new 100-student 6<sup>th</sup> grade cohort, we will follow an abridged version of our 2017-18 recruitment plan, with some small adjustments.

Component	Date	Actions
Fall Open House – Prospective Families	November 2018	Hold open house for prospective families to learn about DreamHouse, meet students, Leadership Support Team members, teachers (by choice, non-CBA time)
Spring Open House – Prospective Families	February 2018	Open house #2 with details for applying to lottery, lottery dates, next steps, timeline
Lottery	March 2019	Hold lottery for (1) incoming 6 <sup>th</sup> grade cohort of 100-students, (2) backfilling list for rising 7 <sup>th</sup> grade cohort with waiting list or additional lottery on the same day
Matriculation	Spring 2019	Matriculation process, open door policy to admitted students and families

Home Visits	Spring / Summer 2019	Visit admitted families, as well as families on the waiting list (if possible); early summer, roll out summer work for incoming 6 <sup>th</sup> grade cohort
Matriculation & Enrollment	Summer 2019	Families enroll and matriculation into 6 <sup>th</sup> grade, 2018-19 DreamHouse cohort; attend open house for new families; attend welcoming open house for 1 <sup>st</sup> and 2 <sup>nd</sup> year families and students

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

Not applicable as DreamHouse does not have enrollment preferences.

3. An admission and enrollment policy, provided as **Attachment S (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
  - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
  - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
  - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements;
  - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities;
  - e. A description of how the school will ensure that it will meet its enrollment targets; and
  - f. A contingency plan if enrollment targets are not met.

Please see **Attachment S**: Admission and enrollment policy (Criterion III.D.3).

## E. Geographic Location and Facilities

1. Geographic Location.
  - a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.

DreamHouse Ewa Beach will be located in the Campbell Complex, specifically 'Ewa Beach.

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

**Rationale:** Overcrowded district schools, including 3,100+ students at Campbell HS (largest in state); One middle school per either side of Ft. Weaver (i.e. no school choice for 7, 8 grade); No public secondary schools with grade small cohorts (range 400-900); DreamHouse: 100; No 6-12 schools;

currently 6th grade elementary, 7-8 middle, 9-12 high; No charters or public schools with local governing boards; No public options with a specific focus on leadership and identity development

**Research:** Sources of supporting data include, but are not limited to: the State of Hawai'i Department of Education (HIDOE) Accountability Resource Center Hawai'i (ARCH); School Status and Improvement Reports (SSIR); STRIVE HI Annual Report and School Profiles; HIDOE Enrollment Spreadsheets; HIDOE Annual Report; Complex Area Report: Campbell-Kapolei; 2013 U.S. Census; housing development reports; and local media coverage. In addition to quantitative rationale, our applicant team has deep personal experience and commitment within and to the Complex.

2. Facilities.

- a. If the proposed school has obtained a facility, a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

**OR**

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.E.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

PHASE	ACADEMIC YEAR	CAPACITY	PHASE PURPOSE
Pre	2017-18 (0)	0	Acquire, renovate, and prepare facility;
I	2018-19 (1)	100	Open school in acquired facility while also adding space via portables/modular buildings;
II	2019-20 (2), 2021-22 (3)	200, 300	Sustain growth from 100 to 300 students with temporary options, while also acquiring the property for, building / renovating on, and creating a long-term facility to house terminal capacity (700);
III	2022 (4) and beyond	400+	6,7,8,9 grades move into new, long-term facility beginning fall 2022.

**Facilities Strategy & Timeline | Short-term**

Short-term, our goal is to identify a building and associated property that can house up to 300 students. This will give us space to build our middle school (6,7,8) through the academic years 2018-19, 2019-20, and 2020-21, at which point we would move into a larger facility and grow to our terminal capacity (700 students by 2024-25). Following the rhythm of (1) identifying and securing, (2) financing, and (3) renovating/building, we will focus on the following three buckets in order to acquire and make ready a facility by July 2018 (school open, 100 students, 6th grade):

**(1) Network Activation.** Multiple members of our applicant team have relationships across various networks on O’ahu including developers, landholders, community leaders, organization leaders, and state officials. Supporters of this project and colleagues are assisting us in finding land, options, and conversations that have proved promising; we will continue to activate these networks and amplify our search efforts for an ‘Ewa Beach facility. Current conversations: Ewa Beach Neighborhood Board, City Councilmembers, Honolulu Fire Department, Department of Parks and Recreation, and Ewa Beach Methodist Church.

**(2) Building Research.** Our due diligence of existing buildings and educational facilities in ‘Ewa Beach is our second strategy, which mainly consists of DOE facilities, local and municipal facilities, existing organizations, various churches, portables, and other facilities. Please see start-up plan for details.<sup>2</sup>

**(3) Financing & Fundraising.** Our financing strategy focuses on three primary buckets: (1) local philanthropic investors, (2) amortizing costs into years 1+, and (3) mainland foundations or support organizations.

2017				2018	
Q1	Q2	Q3	Q4	Q1	Q2
Identifying & Securing Facility					
Establish Funding Pathways		Funding			
		Renovation			
					Facility Prep

**(1) Identifying & Securing Facility** - up until a Commission decision is rendered, we will work closely with our networks and building options in ‘Ewa Beach to establish partnerships and a “good faith” memorandum of understanding (MOU). Potential facilities options are described in-depth in **Attachment U** (Start-up project management plan), and highlighted below:

- *Ewa Beach Community Park Center* - two-story, 200-capacity, County-approved building that is empty during the day; conversations taking place with Aunty Darlene (site lead) and Department of Parks and Recreation for daily re-purpose;
- *Ewa Beach Community Methodist Church* - built with classrooms and a meeting hall, this church is in use only on Wednesday nights and Sundays; we are in touch with Kapolei Methodist and the Kahu to explore partnership (short-term, church benefits from leasehold improvements, cash flow from rent);
- *Old Ewa Beach Fire Department* - currently storage; in conversation with Honolulu Fire Department, Councilmembers Menor and Pine, and the Ewa Beach Neighborhood Board to explore re-purposing;
- *Hawai’i Modular Space* - key modular / portable provider to DOE schools;
- *Anderson Anderson Architecture* – designed multiple modular sites for Hawai’i public schools.

**(2) Establishing Funding Pathways** - similar to our work with networks and facilities owners and managers, we will build partnerships, submit applications, and secure funding commitments;

**(3) Receiving Funding** – affirmative Commission decision leads to funds released to our non-profit;

**(4) Renovation Period** - alongside of identifying and securing a facility, building and construction companies offer renovation estimates and timelines. Renovation would begin once Commission decision is rendered (if affirmative) and funds are released; target early Q3, 2017.

**(5) Final Facility Prep** - we would then take the final quarter of our preparation period (Q2, 2018, Apr-Jun) to prepare the facility for students and learning.

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary to implement the facility growth plan.

**Facilities Strategy & Timeline | Long-term**

Building from our short-term vision of acquiring a facility to support us to our middle school capacity by 2020-21 (300 students, 6-8 grade), we would then move into a larger facility that would support our growth to terminal capacity by year 2024-25 (700 students, 6-12 grade).

2017	2018	2019	2020	2021
Short-term strategy & open	Identify, finance, break ground		Build	Open

**(1) Short-term Strategy & Open (Q1, 2017 - Q2, 2018 / 18 mo.)** - our short-term strategy is to acquire a facility that serves our target population and has capacity for approximately 300 students.

**(2) Identify, Finance, Break Ground [Identify & Finance (Q1, 2019 - Q3, 2019 / 9 mo.); Break Ground (Q4, 2019)]** - we will intensify and progress our search process for a new, longer-term facility in the early part of 2018; this would be a building that could house our school at terminal capacity, which is 700 students by the 2024-2025 school year. Central to our growth plan in ‘Ewa Beach, from 100 to 700 students over the course of seven academic years, a larger facility that can adequately house our students, faculty, and programming will be needed as we gradually grow. Options being explored: University of Hawai’i at West O’ahu (UHWO), parcels owned by City & County of Honolulu, open land parcels in Ewa Beach, parcels owned by developers (Haseko, Gentry, DR Horton), DOE land. Key partnerships include: local and mainland foundations, US Department of Agriculture, Turner-Agassi Charter School Facilities Fund, and Charter School Growth Fund. Break ground in 2019.

**(3) Build (Q4, 2019 - Q2, 2022 / appx. 18 mo.)** - we project an 18-month construction and/or renovation phase to build a longer term facility to house our terminal capacity school; square footage, footprint, building model to be determined by land parcel, funding, and opportunity within ‘Ewa Beach. We will work closely with architects, developers, and builders to design a conservative, feasible facility for long-term use. Current design and thought partners: Peter Anderson (Anderson Anderson Architecture), Jacob Karasik (Columbia GSAPP).

**(4) Open (Q3, 2022 / July 2022)** - open new building to 400 students at the beginning of the 2022-23 school year and grow each year into the 2024-25 terminal year with 700 students.

**F. Start-Up Period**

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment U (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas
  - a. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.E.2;
  - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
  - c. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to

- identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
- d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.F.4](#), and delivering the professional development, described in [Criteria II.F.2](#);
  - e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.7.d](#), the governing board transition plan described in [Criterion III.A.7.e](#), and any governing board training described in [Criterion III.A.10](#), as applicable; and
  - f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

Please see **Attachment U** - Start-up project management plan (Criterion III.F.1).

- 2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

Please see **Attachment U** - Start-up project management plan (Criterion III.F.1).



## IV. Financial Plan

Describe a financial plan that will sustain your academic plan and operations.

A financial plan that will sustain our academic plan and operations has three main components: (1) a pathway to sustainability, (2) active management, and (3) contingency options.

**(1) SUSTAINABILITY** | Our financing plan incorporates a defined window of fundraising to support growth to sustainability, which we are projecting by our 3rd year of operation when we have a projected enrollment of 300 students; at this point, we anticipate state and federal cash flows that cover our projected budget and build solid retained earnings. Fundraising will no longer be required for operating costs and we will be fully sustainable on per pupil funding.

**(2) ACTIVE MANAGEMENT** | The DreamHouse team will employ a rigorous and continuous financial management strategy that includes personnel from our non-profit team, our board, our management team, and external partners, transparent frameworks and performance indicators aligned to Commission and peer metrics, and active modeling to remain ahead of likely challenges.

**(3) CONTINGENCY OPTIONS** | We anticipate seen and unforeseen challenges to our financing strategy and realize we must be flexible in order to operate. To this end, we will maintain three major contingency strategies: (1) consistent growth of retained earning to improve liquidity and day's cash on hand; (2) revolving line of credit with our non-profit in order to have short-term cash to draw upon in situations where cash flows are not aligned (short-term credit facility, NOT a term loan); (3) maintain current relationships with individuals and organizations that could provide no-interest bridge financing options to our non-profit in the case of cash flow challenges;

Please note, our facilities plan is integrated into our budget and we will adjust our financial plan accordingly when we determine short- and long-term facilities options; we may run a separate capital campaign (non-operating budget) to support long-term facilities development.

### A. Financial Oversight and Management

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

**Strategy Components** | DreamHouse will implement and maintain a timely, transparent financial management strategy in accordance with state and federal law and in support of our school's vision, mission, and growth plan. Financial management and oversight strategy: (1) sound internal fiscal controls, (2) an annual audit, and (3) active financial modeling and projections.

**(1) Sound Internal Fiscal Controls** - DreamHouse 'Ewa Beach will be a fiscally independent, direct-funded charter school. The School Board will take seriously its fiduciary responsibility to oversee the management of public money. As such, a system of internal fiscal controls will be instituted. Among these will be policies for cash handling and check writing, sound bookkeeping and accounting practices,

and conservative financial planning and budget forecasting. We will build up and maintain a cash reserve of a to-be-determined percent of expenditures, aligned to Commission guidelines, to protect against cash flow fluctuations. On-site management of DreamHouse 's finances is the responsibility of the School Director and Operations Lead. In addition, the School Board Chair, School Board, School Board Finance Committee, and Nonprofit Board Chair and Board will engage with budget strategy and oversight to strengthen the amount of touch points and oversight on our financial health. Our budgeting system for financial accounting and purchasing will be based off of the chart of accounts methods used by Georgia Perimeter College (GPC) which embeds codes associated with fund group, department ID, program code, class code, project ID, and account code for every transaction; this will allow us to zoom in and out of cost groups and individual transactions (key DreamHouse advisor is on GPC board and finance committee).

**(2) Annual Audit** - The Finance Committee of the DreamHouse School Board will annually oversee the selection of an independent auditor to inspect the school's accounting and reporting records. A CPA with experience with charter school audits will lead the independent audit. The audit will be conducted in accordance with Charter Commission and state guidelines and Generally Accepted Accounting Principles applicable to the school. The audit will verify the accuracy of DreamHouse's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment accounting practices, review the school's internal controls, and any other documents or systems required by law. At the conclusion of the audit, the Finance Committee with the School Director, Operations Lead, will review any exceptions or deficiencies and, if applicable, additional DreamHouse contracted service providers (financial, human resource, additional contracted third parties). The Finance Committee will report the findings and recommendations to the full School Board who will submit a report to the Commission including DreamHouse's plan for resolving in a timely manner exceptions or deficiencies. The final audit report will be completed and shall be submitted to the Commission by required date. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in the petition, or if applicable, referred to appropriate state agencies. The independent fiscal audit of the charter school is public record. DreamHouse will promptly and satisfactorily respond to all reasonable inquiries from the Commission and state. The applicant governing board has identified CW Associates as a viable CPA option. A price of \$10,000 per year was quoted and has been built into the annual budget.

**(3) Active Financial Modeling and Projections** - The DreamHouse School Director, Operations Lead, School Board Chair and Nonprofit Board Chair will engage frequently in actively modeling financial projections given cash flow timing, fundraising operations, expenses, unforeseen events, enrollment projections and variability, and contingency funding. Sound modeling will exist in weekly, monthly, quarterly, and annual meetings between these parties and will support strategic decision-making and growth sustainability.

2. [A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.](#)

**Roles and Responsibilities** | the following individuals/groups will be responsible for financial oversight and management: School Director, Operations Lead, School Board Chair, School Board, School Board Finance Committee, Nonprofit Board Chair, Nonprofit Board. The strategy for oversight and

management will land in four buckets: (1) active management and oversight, (2) strategic review and planning, (3) overview and approval, and (4) auditing and control.

**(1) Active Management and Oversight** - The budget, finances, and day-to-day operations and strategy execution will be overseen by the Operations Lead and School Director. The Operations Lead will be the primary lead for all cash and check handling, budget updating, reimbursements and expense tracking, bookkeeping and accounting, and other daily/weekly financial duties. The School Director will support the Operations Lead in these duties, while highlighting potential hot spots and making near-term strategic decisions with regard to finances and resource allocation.

**(2) Strategic Review and Planning** - On a bi-weekly to monthly basis, the School Director will engage the School Board Chair and the Nonprofit Board Chair in a strategic review and update of current expenditures, projections, and financial health. The School Board Chair will engage the Finance Committee for review and support, while the Nonprofit Board Chair will engage the Nonprofit in aligned fundraising and financial support needed given the strategy and circumstances of the budget.

**(3) Overview and Approval** - The School Board Chair, with the support of the School Director and Finance Committee, will engage the overall School Board in review, feedback, and approval of budget and financial-related matters. The Nonprofit Board Chair will engage the Nonprofit Board in approving fundraising and financial support amounts and strategy, while also collaborating with the School Board.

**(4) Auditing and Control** - Lastly, the School Board (led by the Finance Committee) will support and engage with the independent auditor for all auditing and control purposes. The School Director and Operations Lead will provide support throughout this process.

3. [A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.](#)

**Vendors or Contractors** | Along with direct support from the School Director and Operations Lead, the School Board Chair and Finance Committee will solicit and engage appropriate vendors and contractors for a variety of services. Selecting vendors and contractors will adhere to Advisory Opinion No. 2015-2 issued by the Hawai'i State Ethics Commission on August 19th, 2015, among other conflict of interest-related guidelines from the Commission and state. Our procedures for soliciting and engaging vendors and contractors will adhere to the following guidelines:

1. DreamHouse personnel identifies potential vendor or contractor to assist DreamHouse with needed services;
2. Operations Lead and School Director perform due diligence on third party including, but not limited to, screening for conflict-of-interest-related issues (relationships with school staff, board, or Nonprofit board), need/service alignment, financial prudence, and viability of partnership;
3. If after engaging third party there is alignment and partnership is financially and operationally reasonable/feasible, School Director engages School Board Chair and Finance Committee to review and render decision;
4. If affirmative, School Director consults with Nonprofit Board Chair (if reasonable) to update financial transaction and impact on budget;
5. Operations Lead and School Director engages third party and contract is executed;

6. Contract execution components in chronological order: (1) purchase requisition, (2) purchase order, (3) invoice, (4) bill, (5) voucher, (6) check / payment, (7) receipt
7. Operations Lead and School Director monitor and report on third party to School Board and make adjustments as needed;
8. Prior to terminating and significantly altering vendor contract, School Director consults with Board Chair and Finance Committee.

An overview of potential services provided by various vendors and anticipated annual costs are located within our Financial Plan Workbook. Projected Year 1 2018-19 costs are approximately \$94,700.

## **B. Operating Budget**

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment Y (required form)**, that align to the Academic and Organizational Plans.

Please see **Attachment Y** for the DreamHouse Financial Plan Workbook ([Exhibit 6](#)).

2. **Budget Narrative.** A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
  - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
  - b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
  - c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

The DreamHouse start-up through year three budget was built by applicant team members and pressure-tested with colleagues in finance and banking, as well as multiple charter school directors who provided their school budgets to offer peer benchmarks. The DreamHouse start-up budget is as follows:

SCHOOL YEAR	Start-Up Year	Year 1 (6)	Year 2 (6,7)	Year 3 (6,7,8)
CALENDAR YEAR	2017-18	2018-19	2019-20	2020-21
# STUDENTS	-	100	200	300
(+) Anticipated State & Federal Funding	-	691,120	1,382,239	2,073,358
(-) Projected Operating Costs	313,600	868,200	1,340,300	1,822,278
<b>Pre Fundraising Balance</b>	<b>(313,600)</b>	<b>(177,080)</b>	<b>41,939</b>	<b>251,080</b>
(+) Anticipated Fundraising	400,000	300,000	200,000	100,000
<b>Post Fundraising Balance</b>	<b>86,400</b>	<b>122,920</b>	<b>241,939</b>	<b>351,080</b>

### REVENUE PROJECTIONS

We project three primary revenue streams: philanthropy, state funds, and federal funds.

**(1) Philanthropy** - local and national philanthropic dollars are very important in getting DreamHouse launched. We have built into our growth model a three-year, \$900,000 fundraising campaign to found DreamHouse and grow to sustainability, which we anticipate reaching in our 3rd / 8th grade year (SY 2020-21). A key pillar of our fundraising model is that these dollars are for program growth with a built-in exit strategy for funders - after three years, we are sustainable on state per pupil and federal Title I dollars. Until then, core operations depend on unrestricted philanthropic dollars.

- The above budget details the proportion of our operating budget from years 0, 1, and 2 rely on philanthropy. The entire year 0 budget relies on fundraising (\$313,600), while we need approximately \$177,080 to close our operating gap year 1. Year 2 - we don't anticipate state/federal cash flow timing to be directly aligned to costs and therefore build in fundraising into our model, although the annual amount covers our projected budget. In addition to breaking even, increasing retained earnings, year-end days cash on hand, and our unrestricted fund balance is of central importance.
- We have engaged multiple local and national funders in conversations including, but not limited to: The Hawai'i Community Foundation, Bank of Hawai'i Foundation, The James & Abigail Campbell Family Foundation, American Savings Bank Foundation, Charter School Growth Fund, NewSchools Venture Fund, among others. While we have found that most funders want to see a charter granted before any serious conversations, we have built promising relationships and are optimistic about partnerships. Lastly, multiple individuals have shown interest in personal support once a Commission decision is rendered, including an unconditional \$50,000 gift that has already been pledged.

**(2) State** - State funding will not begin until Year 1, or July 2018, at which time we anticipate \$6,800 per pupil (factored into this budget as \$6,500 at the request of the Commission). The July, November, June disbursement dates, at 60%, 30%, and 10% of total disbursement, respectively, have been factored into monthly cash flows. We are factoring our anticipated per pupil funds off 100, 200, and 300 students in years 1, 2, and 3, respectively.

Year	1 (18-19 SY)	2 (19-20 SY)	3 (20-21 SY)
Anticipated Per Pupil	\$650,000	\$1,300,000	\$1,950,000

**(3) Federal** - we have included only Title I reimbursements for federal funding at the moment, although we will be applying to a series of programs and funding sources. Assuming the following:

- 50% FRL population based on local elementary feeder patterns and the demographics of the direct neighborhoods we aim to serve;
- \$419 per student based on US DOE allocations and Hawai'i PPA allotment (13-14 SY);

Year	1 (18-19 SY)	2 (19-20 SY)	3 (20-21 SY)
Anticipated Title I	\$41,120	\$82,239	\$123,358

*While Title I funds are supposed to support students in the current school year (per DOE memo), we budgeted these funds at the end of our fiscal year to remain conservative with our cash flow timing.*

**COST ASSUMPTIONS**

Our cost assumptions are grounded in multiple peer school budgets, both locally and on the mainland.

**Staffing Levels** - our staffing models grows consistently each year and is detailed in attachment Q - (School governance, management, and staffing organizational charts). With regard to the cost structure and assumptions we use, we have pegged Leadership Support Team positions to comparable positions at existing schools, and our teacher salaries begin at the Class III T03-07 step and increase by 3% each year (growth assumption). The table below shows overall cost per year with the percentage of overall budget in parentheses. Long-term, we account for personnel costs to be around ⅓ of our overall budget, which is in line with peer models, the current CBA, and expected teacher hiring / attrition.

Year	1 (18-19 SY) 4 LST / 5 T	2 (19-20 SY) 4 LST / 12 T	3 (20-21 SY) 4 LST / 19 T
Leadership Support Team	\$250,000 (29%)	\$255,100 (19%)	\$260,353 (14%)
Teachers	\$250,000 (29%)	\$607,500 (45%)	\$975,725 (54%)
<b>TOTAL</b>	<b>\$500,000 (58%)</b>	<b>\$862,600 (64%)</b>	<b>\$1,236,078 (68%)</b>

**Costs** - our cost assumptions are based on multiple local charter schools, as well as the budgets of charters on the mainland; we examined five school budgets in total. While per pupil, facilities, Title I, and philanthropic funding varied, we have built a conservative budget that was built item-by-item and aligns to our growth trajectory and push for a fully sustainable model by year 3.

**CONTINGENCY PLAN + YEAR 1 CASH FLOW CONTINGENCY**

Contingency plans for year 1, as well as during growth are as follows.

**Year 1 Contingency** - in the case that we do not meet revenue projections in advance of opening, we will engage in the following activities:

1. *Significant budget reductions* - our budget is roughly broken into thirds for year 0: ⅓ pre-opening salaries and stipends, ⅓ supplies and materials, and ⅓ site development; we would make deep cuts to salaries and stipends (in particular, the \$80,000 earmarked for our founding

school director), reduce supply and material purchases to a bare minimum, and explore amortization of site development costs.

2. *Enrollment reconsiderations* - if we cannot meet pre-opening revenue goals, we may have to re-think the size of the team we bring on, the size of our facility, as well as the students we will be able to serve. This would ultimately be temporary until we can meet revenue needs.
3. *Personal network fundraising* - our growth model is light on significant asks from friends, family, and supporters; in the case we cannot meet our diversified revenue goals during year 0, we will more ambitiously leverage the deep network that has pledged support for our school. This is not ideal, but we believe the capacity exists to raise significant funds to support launch.

**Additional Contingency Plans** - while we believe the overcrowding and Ewa Beach will lead to a strong enrollment pipeline, we realize that enrollment variation does occur. In addition, cash flows from state and federal sources do not always match cash flows. Our post-year 1 contingency outlook is as follows:

1. *Additional Enrollment Campaigns* - if enrollment is significantly below projections, we will revamp our marketing and advertising within the local community, even partnering with local elementary and middle schools to support their overcapacity. With nearly 3,000 children across grades 6,7, and 8 in Ewa Beach, we believe the enrollment and demand exists and that it is a case of reaching families through leveraging existing channels of communication and outreach.
2. *Drawing from retained earnings* - our budget model builds in strong retained earnings growth throughout the year; if certain funding streams do not materialize as expected, we will have to draw upon our reserves, and non-profit, to meet immediate cash needs until we stabilize.
3. *Revolving credit line* - many local non-profits hold revolving credit lines with local banks in order to meet short-term liquidity needs and cash flow timing challenges. This is not long-term debt. It is a credit facility known as a “revolver” that we would have in place as a backstop in months of low cash on hand, only to be reimbursed the next month or quarter when funds have come in; it would remain inactive as long as cash flows are adequate. We would only explore this options once the school is up and running; it is not a year 1 strategy.
4. *Insolvency / Unrealistic Projections* - in the case that all three contingency plans do not materialize, we cannot achieve a sustainable student base to serve, and funding sources from state, federal, and additional streams are incongruent with cash needs and growth, our board will engage the Charter Commission and state in conversations around model viability and sustainability. This is the least desired option, but one we feel obligated to lift up.

*C. is not applicable as DreamHouse does not have a virtual or blended learning program.*

## **C. Financial Performance Management**

1. **Comprehensive and effective plans for evaluating and monitoring financial performance that explain how the proposed school will measure and evaluate performance data, including:**
  - a. **Financial Performance Data Evaluation Plan.** A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.



**Financial Governance Pillars** | Three pillars modeled from the Commission as well as components from National Alliance for Public Charter Schools guidelines will govern the financial management of DreamHouse: (1) real-time information, (2) transparency, and (3) modeling. The primary people responsible for managing our financial health will be the School Director, Operations Lead, board chair, and financial committee.

**(1) Real-time Information.** Up-to-date financial information for our school is critical. Our Operations Lead will keep a weekly pulse on cash balance, accounts payable and receivable balances, and indicators that will allow us to offer an immediate financial picture upon request.

**(2) Transparency.** Information flow and multiple viewpoints on financial health is equally as important to the accuracy of information. At a minimum, on a monthly basis, the Operations Lead, School Director, board chair, financial committee lead, and Nonprofit board chair will be briefed on current and projected financial picture.

**(3) Modeling.** DreamHouse financial models and projections will be actively utilized so that key personnel can consider different scenarios and proactively plan for the school. The following financial indicators will help guide our analysis, modeling, and decision-making (including, but not limited to): *Current ratio and quick ratio; unrestricted cash on hand; days cash on hand; enrollment variance; total margin; debt/assets ratio; debt-service amount; cash flow; cash flow per student; unrestricted fund balance percentage; change in total fund balance; accounts payable; accounts receivable; fundraising; credit facility status.*

Financial Performance Indicators*	Target / Standard
Current Ratio	1.1 or higher
Unrestricted Year-End Days Cash on Hand	60 days or more
Enrollment Variance	95% or higher
Total Margin	0% or higher
Debt to Assets Ratio	50% or less
Cash Flow	\$0.00 or more
Unrestricted Fund Balance Percentage	25% or higher
Change in Total Fund Balance	\$0.00 or more

\* Per August 2015 Contract Renewal Process Guidelines from Hawai'i Charter Commission  
**Financial Governance Personnel** - Key personnel overseeing financial health of DreamHouse: School Director, Operations Lead, board chair, School Board finance committee chair, and Nonprofit board chair. In addition, DreamHouse has engaged the following external parties as strategic thought-partners: local school director, former charter school COO, local CPA, local tax and accounting consultant, local non-profit and tax attorney, Bank of Hawai'i banker (VP), among other individuals who have offered to serve as independent and objective parties with regards to our finances.

*Financial Governance Timeline & Checkpoints*

<b>When / Who</b>	<b>What</b>	<b>Why</b>
Daily / Operations Lead (OL)	Checks account balances and manages daily financial transactions.	Keep pulse on daily finances and balances, flagging anything alarming or out of projected range.
Weekly / OL, School Director (SD)	As part of weekly check-in, OL & SD review financial transactions and cash movement of the week, upcoming transactions, impact on financials, and prep for additional communication with other stakeholders.	Weekly touch point keeping a strong hold on finances, cash movement, upcoming transactions, and financial health.
Bi-weekly (Year One); monthly (year 2+) / SD, School Board chair (SBC)	Check in to discuss (1) school-based finances, (2) current cash flow trends and transactions, (3) overall financial picture with ratio and indicator analysis, and (4) additional cash and fundraising needs (including contingency plans, 501(c)(3) support, finance committee support, and Commission communication).	Consistent and transparent communication between school and School Board chair is critical to maintaining a strong, viable fiscal operation.
Bi-weekly (Year One); monthly (year 2+) / SD, Nonprofit board chair (and SBC as needed)	Check in to (1) highlight overall cash needs, (2) fundraising campaign progress, (3) gaps and support opportunities, (4) potential transactions and logistics.	Maintain consistent communication with our supporting Nonprofit to paint clear picture of cash need, timeline, and to leverage the 501(c)(3) team.
OL, SD, SBC, NPBC, financial committee lead	Monthly financial newsletter to primary stakeholders and decision-makers with regard to financial health, recent cash flows, A/P, A/R, fundraising pipeline, next steps, etc. (loop in Commission as necessary).	Keep primary decision-makers on same page around financial health, activity, urgency, and strategy.
Bi- monthly (Year One); Quarterly (year 2+) / School Board	Quarterly board meetings highlight many of the topics listed above and provide space for SD, SBC, and finance committee lead to paint financial picture and empower fellow board members to weigh in and contribute to increasing financial position and ensuring viability (friendraising, fundraising, connecting, etc.).	School Board is ultimately responsible for school's operational sustainability; School Board must have agency and clarity around supporting school.
Bi- monthly (Year One); Quarterly (year 2+) / Nonprofit board	Bi-monthly meetings during Year One to maintain fundraising efforts to get school off the ground; quarterly meetings year two and beyond to maintain support structure	Without fundraising and additional cash, DreamHouse will not be solvent until we reach our perpetuity year (2024); we need to actively

	and fundraising efforts to fuel growth of school and increase retained earnings.	partner with and instill urgency in our 501(c)(3) support organization so that we can grow towards sustainability.
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- 2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
  - a. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.

Stage	Performance Management Corrective Actions
1	SYSTEM CLARITY   Clear performance metrics, timeline, and expectations established at beginning of school contract term and board founding.
2	PERSONNEL CLARITY   Clarity for personnel expectations for all individuals involved with management and governance of school (primarily Leadership Support Team, School Board); Nonprofit board is responsible for support, but not for management or governance.
3	PERFORMANCE LAPSE IDENTIFIED   A breach of culture occurs if (a) data is firmly pointing to a lapse in performance or progress within academic, organizational, or financial buckets, and/or (b) specific personnel has been identified as being directly involved with this breach or is contributing directly to this underperformance.
4	IMPROVEMENT EFFORT LEVEL I   Leadership Support Team and/or board clearly addresses this breach and respective personnel are given opportunity to make corrective actions and improve performance situation (on a to-be-determined, finite timeline).
5	IMPROVEMENT EFFORT LEVEL II   If corrective action cannot be achieved through empowering respective personnel to make performance improvements, board chair will work with appropriate personnel in the management area to design improvement plan for performance area and/or personnel; if in fact the gap is occurring at the board or board chair level, the overall board and board leadership (vice chair, treasurer, and clerk) will assist in implementing improvement plan.
6	CONTINGENCY & SEPARATION   If no progress is made on improvement plan after specified, limited period of time, board and Leadership Support Team will consider additional contingency options and potential personnel separation from performance area and/or school.

**Financial Performance Standards** | The DreamHouse financial performance framework detailed within our Evaluation Plan sets forth our strategy for aligning internal financial measurement and performance

metrics to the levels set forth by the Commission. Our performance standards will fall across the following internal stages: (1) meets, (2) barely meets, and (3) does not meet.

Stage	Meaning
Meets	Given current financial situation with regard to cash, liquidity, solvency, leverage, and projections, if DreamHouse holds the assets and cash position aligned to the metrics outlined by the Commission, within that individual metric, DreamHouse will “meet” the financial criteria.
Barely Meets	If financial indicators meet performance standards, but do so on a thin margin (“thin” to be determined with accurate risk-weighting), the indicator will be identified as barely meeting performance expectations and will be flagged as a priority metric for stakeholders (i.e. board chair, finance committee, School Director, etc.)
Does Not Meet	If a financial metric falls below the required level as set out by the Commission, the metric will be identified as “does not meet” the financial performance framework expectations and will be flagged as high priority and to be addressed immediately and on an on-going basis with key stakeholders (outlined above).
Contingency	If financial metrics remain in the “does not meet” category for an extended period of time (to be determined), contingency pathways will be explored.
Dissolve	If contingency pathways are not effective, nor realistic, and the school’s financial condition continues to deteriorate, school closure / shut down procedures will be explored by School Director, School Board, and Commission.

**Meets** - If a financial indicator falls within the “meets” criteria as outlined by the Commission and DreamHouse internal thresholds, we (stakeholders identified in the evaluation plan) will determine why this is the case, model projections and scenarios that pressure test the current state, and set realistic projections and goals for the month, quarter, and year.

**Barely Meets** - If a financial indicator is technically above the threshold set by the Commission, but is only above the identified threshold by a small margin (levels to be determined during planning year), then we will consider this financial metric in the “barely meets” category and flag it as a priority area. If this happens, we will initiate Performance Management Corrective Actions protocol at the third stage.

**Does Not Meet** - If a financial metric falls below the threshold set forth by the Commission (Notice of Deficiency), or there are findings from an independent auditor, or the school falls into financial difficulties, we will move immediately to the third, fourth, and most likely the fifth stage of the Performance Management Corrective Actions protocol, identifying the area of concern and moving into an immediate improvement plan consisting of an improvement path with metrics, benchmarks and checkpoints, a timeline, key personnel involved, and contingency paths if improvement is not shown.

## V. Applicant Capacity

How do the qualifications and accomplishments of your school’s leadership team and governing board members demonstrate an ability to open and manage a high quality school?

Our leadership team and applicant governing board is a diverse team of educators with years of experience developed through careers in education, non-profit, business, law, and human capital development. We are local, and we are from the mainland; we have teachers and school leaders, as well as attorneys and former bankers. Our qualifications range from the former Executive Director of Teach For America Miami to a Fulbright Scholar; Richardson Law graduate to a Punahou alumna; local teacher and a career banker. Each of these worlds gave us the opportunity to develop people, to manage towards goals, to course-correct, and to be held accountable. We each bring a strong work ethic, integrity, and passion for service to this work. Years of teaching and education leadership, non-profit board positions, financial management, and local community knowledge is ingrained in who we are as a team, and we collectively bring this experience and passion to DreamHouse.

### A. Academic Plan Capacity

1. Evidence that the key members of the proposed school’s academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school’s Academic Plan successfully. The evidence must include a description that:
  - a. Clearly identifies the key members of the applicant’s academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school’s development and operation; and
  - b. Describes the academic team’s individual and collective qualifications for implementing the proposed school’s Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

Board Member	Experiences & Qualifications
Dr. Deborah Zuercher	PhD in Curriculum & Instruction, former middle school principal, Fulbright Scholar, and professor and international program administrator at the College of Education at University of Hawai’i at Mānoa
Jane Henzerling	Charter school founder and school director, Johns Hopkins Education Policy Fellow, former Executive Director of Teach For America Miami-Dade, and parent
Meilan	Former Campbell High School special education department head, former Punahou

<b>Akaka</b>	summer program (PUEO) administrator and instructional coach, current leadership development coach, and non-profit board founder / member (multiple)
<b>Alex Teece</b>	Adjunct faculty and master’s candidate coach for UH Mānoa College of Education, former summer school director, former team lead at Ilima Intermediate, current part-time Ewa Beach teacher, graduate of the School Leadership Program at the Harvard Graduate School of Education, and non-profit board member / founder (multiple)

*Within our immediate recruitment pipeline for school board / leadership team:* former award-winning middle school principal, current department head at a local private school, former Charter Commission member, PhD candidate in Hawaiian Studies and Curriculum Development, Kamehameha Schools Analyst, among others.

*Essential Partners:* Dr. VerlieAnn Malina-Wright (Pacific American Foundation), Walter Kahumoku III (Kamehameha Schools / UH West O’ahu), multiple faculty (College of Education, UH Mānoa), Bianca Cierra (The Mission Preparatory School), Val Benjamin (Ilima Intermediate), Melissa Corto (Education Modified), Mary Grassa O’Neill (Harvard Graduate School of Education), Stephanie Dalton (US DOE), among others.

2. A description of the academic team’s clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

*DreamHouse ties to Ewa Beach:* three members of our team are former teachers in the community; one currently a teacher; one member is born/raised in Ewa Beach; local parent; one member has 10 years of teacher coaching and developing in the Complex; former Dept. Head at Campbell for Special Ed.

*Additional ties / knowledge:* We have conducted a listening and partnership tour over the past three years and have engaged dozens of students, parents, educators, community members, and locally elected leaders; our school is built around their vision and hope for a new educational program; the community’s voice is central to our mission, vision, culture, and design.

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school’s development; and includes evidence of support, provided as **Attachment AA (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

We continue to engage a diverse group of individuals to support with planning, establishing, and implementing our school and Academic Plan.

- Kamehameha Schools (Kawaiiaha’o) - educational specialists supporting design and pathway to overall outcomes, cultural sensitivity, leadership development and Nā Hopena A’o dispositions;
- Kamehameha Schools (Kapālama) - teachers and administrators offering curriculum and instructional design ideas, as well as culturally relevant PD;
- Pacific American Foundation - bridging community and classroom through projects;

- World Indigenous Nations Higher Education Consortium - designing culturally relevant learning environments that honor, perpetuate, and empower indigenous cultures;
- Education Modified - active RTI, special supports, and modifications for all learners;
- Harvard Graduate School of Education - thought-partner in designing spaces of equity / justice;
- College of Education, UH Mānoa - curriculum design thought-partner;
- Curriculum Research & Development Group - curriculum materials thought partner.

#### 4. School Director.

Submit a position description for the school director. The applicant is required to provide the position description as **Attachment CC (required attachment, no page limit)**. The position description shall include:

- a. The job description, responsibilities, characteristics, and qualifications for the school director. The position description shall include rigorous criteria that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and
- b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment BB** to indicate that the school director is known or unknown at the time of the application.

- c. If known, identify the school director, and provide as **Attachment BB (required attachment, no page limit)** the school director's resume including their academic and organizational leadership record.

Please see **Attachment BB** and **CC**. Our proposed School Director is Alex Teece. Alex has consistently demonstrated the values, skills, and competencies we seek in a founding school director, and we believe he is ready to lead this school. He has been deeply involved with the planning and design of DreamHouse since 2012, and has made conscious decisions to improve his own practice through developmental opportunities over the past year including, but not limited to:

- Attending and graduating from the School Leadership Program at the Harvard Graduate School of Education (2015-16);
- Completed month-long leadership residency at a high-performing CA charter school (November 2016);
- Served as adjunct professor and coaching master's candidates in teaching remotely for the Rossier School of Education at the University of Southern California (Fall 2016)
- Serves as adjunct professor and coaching master's candidates in teaching for the College of Education at the University of Hawai'i at Mānoa (Spring 2017)
- Attended the World Indigenous Nations Higher Education Consortium global conference in Aotearoa (New Zealand) to build better understanding in indigenous educational leadership (Fall 2016);
- Teaches as a substitute in Ewa Beach to better understand the current educational challenges from a school level; Alex substitute teaches at local charter schools as well (2016-17);
- Serves on the fundraising committee of SEEQS charter school to better understand the current philanthropic landscape and funding opportunities (2015-17);



- Works with a local leadership development coach to build awareness, feedback integration, and additional competencies related to educational leadership (2016-17);

Because Alex has taught in Ewa Beach and served on the leadership team of a local school, built curriculum across content levels and grades, designed and ran a summer school, served as a principal intern, graduated from a rigorous school leadership program, earned master's degrees in education and business, gained local fundraising and finance experience, served on multiple boards, and is willing to engage in leadership development and integrate feedback to improve his and others' practice, we believe he is the right choice for founding school director of DreamHouse Ewa Beach; we trust he will do what it takes to serve our children, families, and community.

#### 5. Management Team.

Submit position descriptions for a business manager and registrar (or positions that will carry out the duties of a business manager and registrar). These positions will make up the proposed school's leadership or management team beyond the school director. The applicant is required to provide the position descriptions as **Attachment EE (required attachment, no page limit)**. The description must include:

- a. The job description, responsibilities, characteristics, and qualifications for the business manager and registrar. The position description shall include rigorous criteria that is designed to recruit individuals for these positions that have the experience and ability to perform the duties of each position.
- b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment DD (required attachment, no page limit)** to indicate that the business manager and registrar is known or unknown at the time of the application.

- c. If known, identify the individuals who will fill these positions and provide, as **Attachment DD (required attachment, no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

Please see **Attachment DD** and **Attachment EE**. In addition, please see **Attachment U**, pages 8-9, for a detailed timeline and plan for recruiting, selecting, and building the Leadership Support Team (management team) at DreamHouse.

#### **B. Organizational Plan Capacity**

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Organizational Plan successfully. The evidence must include a description that:
  - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including

current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and

- b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

- **Dr. Deborah Zuercher** - Professor, Fulbright Scholar, and international program administrator at the College of Education at University of Hawai'i; former middle school principal;
- **Jane Henzerling** - Charter school founder and director, Johns Hopkins Education Policy Fellow, and former Executive Director of Teach For America Miami-Dade;
- **Meilan Akaka Manfre** - ran largest special education department in the state, non-profit co-founder and vice-chair, foundation trustee, and designer of leadership and professional development;
- **Alex Teece** - Non-profit co-founder and board member, experience in hiring, designing and delivering professional development within educational settings locally and on the mainland, previous experience as operations director and team lead in educational space; extensive development in non-profits, human capital development, change management, and negotiation;
- **Zach Dilonno** - current law attorney at Alston Hunt Floyd & Ing, Richardson Law School graduate, former teacher at Ilima Intermediate; board chair and member of four local organizations;
- **Trever Asam** - current partner at Cades Schutte and current DreamHouse, Inc. legal representative;
- *Additional team capacity / qualifications:* school leadership experience, training, and development; hiring, onboarding, and developing staff; non-profit board / committee experience; non-profit law.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in **Attachment AA** (as referenced in [Criterion V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

**Essential Partners** in planning, establishing, and implementing the DreamHouse Organizational Plan:

- *Hawai'i Modular Space (HIDOE provider), Anderson Anderson, ModSpace* - our applicant team has engaged multiple providers of portable and modular classrooms and is working on building relationships to ensure services and availability for the start of the 2018 school year;
- *The City and County of Honolulu, the University of Hawai'i at West O'ahu, 'Ewa Beach United Methodist Church, and Pensa Nuwind (Pohakupuna landowner)* - these agencies, organizations, and companies are all owners of land and/or facilities within the 'Ewa Beach area and have been engaged in discussions regarding potential co-location, purchase, and development; partnerships are tentative and still in the exploration phase as of the time of this application;
- *'Ewa Beach Neighborhood Board* - the support of the Neighborhood Board, both vocally at meetings and as evidenced by participation in community meetings regarding the potential school, has been important to our development; the Board's blessing for any zoning and building will also be sought if in fact we move in that direction;
- *Cades Schutte* - Trever Asam has provided extensive pro bono legal services to DreamHouse, Inc. - our supporting Nonprofit - and we appreciate his continued support and guidance;
- *DreamHouse, Inc.* - supporting Nonprofit established to support DreamHouse Ewa Beach;

- Please see **Attachment AA** for evidence of support.

### C. Financial Management Capacity

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Financial Plan successfully. The evidence must include a description that:

- a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
- b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

- **Jane Henzerling** - Charter school founder and director, former executive director of Teach For America Miami-Dade responsible for multi-million dollar budget and fundraising goals;
- **Ed Kaukani** - 20+ years of finance and management experience at First Hawaiian Bank;
- **Dr. Deborah Zuercher** - lead and assisted in obtaining millions of dollars for University of Hawai'i, American Samoa teacher training, and additional local and international educational ventures;
- **Alex Teece** - MBA in finance and accounting, investment banking and credit analysis experience, Nonprofit board and fundraising/finance committee experience, and former Director of Development for multi-million fundraising goals at local nonprofit;
- **Meilan Akaka** - founding nonprofit board member and trustee member for local foundation;
- **Zach Dilonno** - founding nonprofit board president, board member of two additional organizations.
- *Additional team capacity / qualifications:* local Nonprofit fundraising across foundation, corporate, individual, and state sources; executive-level fundraising strategy and execution experience; local banking experience including finance, accounting, underwriting, credit analysis, and risk management; school board fundraising.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in **Attachment AA** (as referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

**Local Financial Institutions** - partnerships with local financial institutions will ensure liquidity and increase efficiency in day-to-day banking needs. We hold personal relationships with personnel from *Bank of Hawaii, First Hawaiian Bank, Hawaii National Bank, Central Pacific Bank, and American Savings Bank*. In addition, multiple individuals from these financial institutions have pledged capacity to support the development and launch of the school.

**Local Foundations** - local foundations will help fund the start-up phase of our middle and high school operations as part of a syndicate of philanthropic funders contributing to a three-year, nearly \$1 million funding campaign to build a fully sustainable middle school and eventually a high school. Our relationships include, but are not limited to: *Hawai'i Community Foundation, Public School Foundation of Hawai'i, Pacific American Foundation, the James and Abigail Campbell Family Foundation, the Bank of Hawaii Foundation, American Savings Bank Foundation, The Learning Coalition, and the Harold K.L. Castle Foundation.*

**National Foundations** - national foundations whose mainland presence is charter- and education-focused and whose Hawai'i presence is emerging will offer a small segment to our fundraising portfolio. These foundations include the *NewSchools Venture Fund, Charter School Growth Fund, Kellogg Foundation, the Weinberg Foundation, Turner-Agassi, and the Case Foundation.*

**END. Thank you for reading this application.**

