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Abstract

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Mission: Kamalani Academy believes that each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and also provide students with vital skills such as creativity, communication, leadership, and collaboration. **Vision:** A space where children become leaders, prepared for a Twenty First Century we cannot even imagine.

This project supports Kamalani Academy (KA), a new arts-integration, Hawaiian focused charter school that opened its doors in August 2017. The vision of arts integration at KA is expressed by the Hawaiian proverb: *Ma ka hana ka 'ike*. (In working one learns.) The school's students hail from North Shore of O'ahu, where a majority of disadvantaged students struggle academically in their traditional classrooms. Strong cultural continuity between home, school and community will provide them with a sense of place and a sense of purpose. As a result, the students will thrive academically, socially, and emotionally. This project will build the school's culture that will become the backbone for their model of school-wide arts integration and equip the flagship charter school with state of the art technology, Science Technology Engineering Arts and Math (STEAM) lab, high quality curriculum materials, and music and movement equipment.

If selected, KA is determined to use their funds in meeting the following goals to significantly increase student academic outcomes, close the achievement gap and create an engaging learning environment through the following goals: a) improve student achievement and educator effectiveness through arts integration; b) provide high quality curriculum and programs that promote excellence and prepare all students for success in the 21st Century; and c) provide access to state of the art technology, STEM, and arts integrated learning environments where students feel safe to take educational risks.

Competitive Preference Priorities

Competitive Preference Priority 1- Supporting High-Need Students by Increasing Access to High-Quality Educational Choice.

Based on the demographic reports from schools within a 3-mile radius of the school, KA's academic design specifically supports the expected student population that includes: 64% qualifying for free and reduced lunch, 7% students with limited English proficiency, 11% students with learning disabilities, and 30% Native Hawaiians. The surrounding schools in the area indicate Kamalani's focus on meeting the needs of children living in poverty, children with disabilities, and students who are members of federally recognized Indian Tribes.

Competitive Preference Priority 3- Single School Operators.

Kamalani Academy (KA) is a new innovative Hawaiian Arts Integration charter school that opened its doors in August 2017, with the distinct privilege of creating a school that is different than any other on the island of O'ahu, in the state of Hawaii, or in the United States. While there are many whole-school arts integration models of schools, Kamalani Academy is unique in that it also includes Native Hawaiian culture and place based education and Native Hawaiian language immersion instruction.

Selection Criteria for the Opening of New Charter Schools

Contribution in Assisting Educationally Disadvantaged Students (up to 15 points).

Kamalani Academy's (KA) classrooms are diverse, filled with students who have unique linguistic and cultural backgrounds, diverse skill sets, a range of socio-economic backgrounds, and individual interests. This includes students with exceptionalities, those who struggle with traditional approaches to teaching and learning, and those who may be still wrapping their minds and tongues around English. KA provides a multi-tiered system of support with a strong Tier 1 foundation. Universal Design for Learning (UDL) is the framework for providing students what they need in Tier 1, regardless of their strengths and struggles. UDL suggests an intentional approach to creating multiple pathways for learning while reducing barriers. Through the activities proposed in this project, teachers

will learn arts integration strategies that support UDL checkpoints such as: offering alternatives for auditory and visual information, illustrating through multiple media, using multiple media for communication, and fostering collaboration and community.¹ When students struggle, they will receive the tiered supports they need, however they will not be removed from the classroom during arts integrated instruction to receive interventions.

Arts Integration. Professional development in arts integration will support KA’s faculty to build capacity in UDL because, “The arts push us to recognize and consider the multiple, flexible ways in which people learn and interact with the world. They expand our notions of how content can be represented, perceived, and understood. They also show us that the ways in which we engage, act, express, and interact can be rich, varied, and contextual.”² For example, drama involves the body and voice. Visual arts command spatial awareness and visual acuity. Dance heavily relies on kinesthetic control and musical perception. Music requires collaboration and symbolic reasoning. These art forms provide pathways for teachers to represent new information to students and engage them in learning, and for students to take action to express what they have learned.

Culture Based Learning. Hawai‘ian culture is saturated with the belief that arts hold great value and meaning. In Hawai‘i there is a culture of backyard excellence; family communities sing, play ukulele and guitar, and dance in the comfort of their homes and in the spirit of communion. These artists are not formally trained, many do not read music, and many would never imagine standing on a public stage, but this spirit of artistic expression deserves investment and cultivation. These strengths are not often recognized in public school settings.

¹ Glass, D., Meyer, A., & Rose, D. (2013). *Universal Design for Learning and the Arts*. Harvard Education Review, 13(1), 107.

² ibid

Community Based Learning. KA proposes to create a bridge between school, home, and community for Hawai‘ian children -- all through the arts. For KA, the key to both equity and excellence lies in establishing strong school culture and values within the first five years of the school’s life. We propose to co-construct the values and culture of the school based on Nā Hopena A‘o and interpret them through arts integration processes. Nā Hopena A‘o (or HĀ) are six outcomes to be strengthened in every student over the courses of their K-8 learning journey. Nā Hopena A‘o literally translates to “goals for teaching and learning” and the acronym HĀ translates to “breath.” When taken together, these outcomes become the core breath that every student can draw on for strength and stability throughout school and beyond. Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. They are:

- **Strengthened Sense of Belonging:** Every student stands firm in his/her space with a strong foundation of relationships.
- **Strengthened Sense of Responsibility:** Every student willingly carries his or her responsibility for self, family, community and the larger society.
- **Strengthened Sense of Excellence:** Every student believes s/he can succeed in school and life and is inspired to care about the quality of his/her work.
- **Strengthened Sense of Aloha:** Every student shows care and respect for his/her self, families, and communities.
- **Strengthened Sense of Total Well-being:** Every student learns about and practices a healthy lifestyle by making choices that improve the mind, body, heart and spirit.
- **Strengthened Sense of Hawai‘i:** Every student is enriched by the uniqueness of this place, appreciates its rich history, diversity and indigenous language and culture. Taken together, arts

integration and HĀ give KA a sense of purpose and a sense of place not only for *kanaka maui* (native born) but also *keiki of ka 'aina* (all the children of this land).

Curriculum Development. According to the reports of surrounding schools, KA’s students struggle academically. Their test scores reveal a pass rate that hovers around 50% (see table below). This suggests that the approach to traditional curricula in these schools does not generally meet the needs of half of the student population. In addition, Americans for the Arts revealed that the American people overwhelmingly believe that the arts are vital to a well-rounded education. Despite federal and state policies aimed at promoting the arts and the support from the general public, arts education is

	Wahiawa	Iliahi	Kaala	Major Sheldon Wheeler	Hale Kula	Helemano	Solomon Elementary	
Proximity to Site	.2 miles	1.15 miles	1.45 miles	1.85 miles	2.75 miles	.9 miles	4.7 miles	
Math*								<u>Average</u>
3rd Grade	28%	78%	36%	49%	37%	67%	65%	52%
4th Grade	27%	50%	52%	41%	48%	62%	51%	47%
5th Grade	27%	44%	45%	35%	44%	72%	41%	44%
ELA/Literacy*								
3rd Grade	32%	72%	26%	50%	50%	63%	57%	50%
4th Grade	36%	53%	49%	47%	48%	70%	46%	50%
5th Grade	45%	63%	43%	52%	65%	79%	61%	58%

* Highlighted in Blue based on 2014-2015 SBAC data provided by DOE. Please see Attachment C for Reference

disappearing from our schools.³ The educational philosophy of KA focuses on bringing the arts back to the classroom through integration. To that end, we propose to focus this project on supporting Common Core standards through planning, teaching, and assessment through the arts, and improving social and emotional learning in order to impact academic learning. KA's unique approach to learning is modeled after specific arts-integration learning methods and strategies that have proven successful in raising both student engagement and achievements. The program provides an academically challenging and positive learning environment for all of its students, and fosters a culture that allows

³ Americans for the Arts. (2005). *Americans for the Arts Presents its 2005 Annual Report*. Retrieved from <http://www.americansforthearts.org/>

students to explore their creativity and reach academically rigorous goals that meet or exceed the rigor of the Common Core State Standards. Through the arts (music, dance, theatre, visual arts, and media production), students are afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Also, a growing body of evidence points to the social and emotional benefits of art education, including development of imagination, risk-taking, motivation, belonging, engagement, self-confidence, self-expression, and empathy.⁴

High Academic Achievement. Arts integration is not only a unique learning model for which to engage our students, but it has also proven to be effective in supporting students towards high academic achievement. Research has shown arts integration “builds critical thinking and problem solving skills in students” particularly in regards to building early literacy skills.⁵ The natural relationship between core subjects such as early literacy skills and visual arts lends itself to students actively engaging in learning where students build connections and construct knowledge. Arts integration with young children can improve story recall, verbal skills, and understanding of written material. In particular, drama activities can improve social skills and language use for remedial readers. They also improve attitudes toward both reading and reading achievement for disadvantaged students.⁶ In North Carolina, an A+ elementary school dedicated to reform through school-wide arts integration demonstrated a marked improvement in test scores over a three-year period. Their 2nd graders went from 45% passing scores to 71% in reading.⁷ Similarly, a scientific study in New Jersey compared middle school student achievement in language arts classrooms with robust theatre

⁴ Caldwell, B., Vaughan, T. (2012). *Transforming Education through the Arts*. New York, NY: Routledge.

⁵ Sorensen, M.K. (2010). *Integrating Art and Literacy in the Elementary Classroom*. Retrieved from <http://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1032&context=hpt>

⁶ Deasy, R. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Arts in Education Partnership. Retrieved from <http://www.artsed411.org/files/critical%20links.pdf>; Fisk, E., B. (1999). *Champions of Change: The Impact of the Arts on Learning*. Retrieved from <http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>

⁷ President’s Committee on the Arts and Humanities. (2011). *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools*. Retrieved from http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf

integration to those without. The authors discovered “being in an arts-integrated classroom increased the odds of students passing the state assessment by 77%.”⁸ In that study, arts integrated instruction had a more powerful effect on student learning than either gender or socioeconomic background. What’s more, the authors discovered improved attendance rates and student ability to sustain the benefits of arts integrated learning long after exposure to the arts integrated setting.

National Standards. From the first day of school, classroom teachers will be focusing on incorporating drama and visual arts standards and strategies into their pedagogies. None of the faculty has previously worked with the new National Core Arts Standards (NCAS), which have been adopted by KA. NCAS supports artistic literacy through overarching common values and expectations for learning across five arts disciplines: visual arts, music, dance, drama, and media arts. These standards frame the arts as the media of today’s multimedia society, and providing powerful and essential means of communication. The arts provide unique symbolic systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing). These standards facilitate participation in each of the arts as students become creators, performers, and audience members to discover and develop their own creative capacity. Such participation also enhances mental, physical, and emotional well-being. This set of standards honors how the arts have historically provided essential means for individuals and communities, including those of Hawai‘i, to express their ideas, experiences, feelings, and deepest beliefs. Understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas. Finally, these standards provide means for individuals to collaborate and connect with others in an inclusive environment as they create, prepare, and share artwork that brings communities together (National Coalition for Core Arts Standards, 2014). KA proposes *standards*

⁸ Walker, E. Tabone, C., Weltsek, G. (2011). *When Achievement Data Meet Drama and Arts Integration*. *Language Arts*, 88(5), 365-372.

driven professional development workshops to accompany the proposed project activities that occur in tandem with modeling and coaching in the classroom by teaching artists.

Closing Achievement Gaps. To ensure achievement gaps are closed and every student progresses, the curriculum at KA will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk and English Language Learners (ELL). KA's innovative, challenging, and culture based arts integrated education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with an arts integrated standards based education through KA's enrichment program, students will become cross-culturally competent global citizens who are college and career ready.

Social Emotional Learning. Since it is expected that the majority of students enrolled at KA will be at-risk based on surrounding school data, enrichment curricula to explicitly address the needs of the whole child (social-emotional, physical, and mental health) will be provided. Using a variety of professional resources, faculty will develop lessons to explore multicultural domains and character education necessary for developing self-efficacy and global awareness. These activities will be integrated throughout the regular school day, as well as in the before and after school programming.

Accelerate Learning for Educationally At-Risk Students. Additionally, the faculty will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will reference the basal texts and other auxiliary resources as necessary to adequately meet the standards and the needs of at-risk learners. The school's educational program will also include learning methods and strategies which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to: appropriate assessments for learning (screening, progress monitoring and diagnostic); data-driven

differentiated instruction; supplemental programs for pupil advancement; pupil intervention plans; monthly structured teacher planning time; or grade level staff meetings and ongoing PD.

All strategies provide initial teacher support with a gradual release to independence.

Quality of the Project Design (34 CFR 75.210(c)(1) and (c)(2) (i) and (ii)) (up to 30 points)

a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 15 points); and

In order to provide resources and support through Charter School Program Grant funding, KA has developed the following grant project goals:

1. One hundred percent (100%) of all KA students will have access to STEAM arts integrated classroom environments, curriculum, and instruction, and achievement gaps in math, if they exist, will be reduced by at least 10% each year as measured by the SBAC assessment.
2. One hundred percent (100%) of all KA students will have access to state-of-the-art technology arts integrated classroom environments, curriculum, and instruction, and achievement gaps in science, if they exist, will be reduced by at least 10% each year as measured by the SBAC assessment.
3. One hundred percent (100%) of all KA students will have access to music and movement equipment and arts integrated curriculum materials to increase students' cognitive skills, academic behavior, social emotional learning, and academic achievement reducing achievement gaps, if they exist, for all student subgroups by at least 10% each year as measured by the SBAC assessment.
4. One hundred percent (100%) of all KA students will have access to arts integrated literacy materials and increase their grade level equivalency by at least 1 year and 2 months in ELA by the end of each school year as measured by MAP and DRA assessments.

Evaluation Methods – Alignment to Intended Outcomes. The goals of the grant proposal are to develop both the students and teachers of Kamalani Academy to use arts-integration as a way to

increase student achievement, develop school culture, and increase social emotional skills. In order to measure the effectiveness of the grant project activities, KA will use the following evaluation methods for each intended outcome (goal) of the project:

Project Goals	Measures
Professional Development for Teachers	<ul style="list-style-type: none"> a. Pre-, and post- assessment to measure teacher content knowledge as it relates to arts integration strategies and best practices (Quantitative) b. Satisfaction survey administered to participants after each activity to measure PD effectiveness as it relates to arts integration strategies and best practices (Quantitative/Qualitative) c. Attendance records of participants at PD sessions will be collected in order to ensure 100% attendance (Quantitative) d. Classroom observations, including the review of lesson plans, to measure arts-integration teaching methods (Qualitative/Quantitative) e. Arts integration strategy frequency self-reports (Quantitative) f. End-of-year self-efficacy survey and questionnaire (Quantitative and Qualitative)
Technology and STEAM	<ul style="list-style-type: none"> a. Pre-, and post- assessment to measure teacher content knowledge as it relates to using technology tools for leadership development, teacher collaboration, and arts instruction (Quantitative/Qualitative) b. Student Achievement Data to measure growth, proficiency, benchmark achievement gaps: SBAC, DRA, MAP, DIBELS, teacher-generated (Quantitative/Qualitative) c. Instructional technology frequency reports (Quantitative) d. End-of-year self-efficacy survey and questionnaire (Quantitative and Qualitative)
School Culture	<ul style="list-style-type: none"> a. Pre-, and post- assessment to measure teacher content knowledge as it relates to Kamalani’s vision and values of Hawai‘ian sense of purpose and place (Quantitative) b. Satisfaction survey administered to participants after each activity to measure PD effectiveness as it relates to Kamalani’s vision and values of Hawai‘ian sense of purpose and place (Quantitative/Qualitative) c. End of year focus groups with students, families, faculty, and administration d. Student attendance rates e. Student office referral rates
Student Achievement	<ul style="list-style-type: none"> a. Data from English Language Arts (ELA), Science, and Math assessments (MAP, DRA 2+) will be monitored to measure student performance as a result of the arts integration professional development (Quantitative) b. Data from English Language Arts (ELA), Science, and Math assessments on the SBAC will be collected after Y1 to establish a baseline and goals for subsequent years (Quantitative)
Student Social and Emotional Learning	<ul style="list-style-type: none"> a. Data from the CASEL framework for SEL will be monitored to measure student social and emotional control, skills, and mindsets, as a result of the arts integration professional development (Quantitative)

b) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs (up to 15

points).

KA proposes to build a whole-school arts integration model of education. Kennedy Center defines arts integration as: “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both.”⁹ Many schools that adopt a whole-school approach to arts integration report powerful and positive effects. For example, Bates Middle School increased sixth and seventh grade student achievement on the Maryland State Assessment by 20% after implementation of a whole school arts integration reform effort. Researchers found that in addition to increasing student achievement on statewide assessments, implementing this arts integration model positively correlated with a 77% decline in discipline referrals, and overall positive change in school climate based on teacher, staff, student, and parent perception.¹⁰

Whole School Arts Integration. Closer to home, Simpson Steele conducted a case study at Pomaika‘i Elementary School, one of KA’s partner schools, to determine how school-wide arts integration in an elementary setting supports students’ future learning. This qualitative case study describes and explains learning through the arts within three overarching non-cognitive factors: a) academic mindsets, or the psychological and socially related attitudes a student holds with respect to academic goals; b) learning strategies that support thinking, remembering, or understanding concepts; and c) social skills or inter-personal behaviors such as interacting through cooperation, assertion and empathy. The school-wide approach to arts integrated learning proved a viable pedagogy to supporting students with these non-cognitive factors as they transitioned to middle school. Duma synthesized three evaluation studies from the Changing Education Through the Arts (CETA) schools

⁹ Silverstein, L., B., Layne, S. (2010). *Noncognitive Factors in an Elementary School-Wide Arts*. *Journal for Learning through the Arts* 12(1) 1.

¹⁰ Snyder, L., Klos, P., Grey-Hawking, L. (2010). *Transforming Teaching through Arts Integration: AI Implementation Results Middle School*

where whole school reform occurred through arts integration. Findings emphasized the importance of arts coaching and participation in study groups. Student engagement improved, both socially and academically. Teachers developed strong support for the value of arts integration for reaching all kinds of learners, widening the opportunity for all students to be successful, and providing multiple ways for students to express knowledge and understanding. The school cultures changed as a result of increased teacher collaboration, a more positive and cohesive approach to teaching and learning, and a more child-centered environment.

Place-Based Learning: Place-based learning involves students in the civic life of their community. It immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of subjects across the curriculum. As an integral component of culture, the arts provide windows for peering into peoples and places both close to home and around the globe.

Project-Based Learning: Project-Based Learning is a student-centered strategy that requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Students learn to ask and answer their own questions through a process of research and discovery. The arts provide strong means of communication for students to share their discoveries with others.

Cooperative Learning: Small, heterogeneously grouped students work on questions and problems together to improve their understandings of a topic. Students tackle problem-solving in collaborative groups and explain, act, and create their responses. Performing arts experiences require students to collaborate, communicate, compromise, and coordinate – all skills essential for cooperative learning experiences.

Visual Representations: Students use visual tools and manipulatives in the process of learning. For example, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts,

thinking maps, graphic organizers, sketch to stretch, storyboards, foldable can be used in the discovery and problem-solving stages of learning. The arts come into play when students enact ideas, embody models, and draw visual representations of stories, systems, and concepts.

Inquiry Learning: Students engage multiple thinking processes, constructivist practices, investigations, and explorations to socially construct knowledge. They use inductive and deductive reasoning to question current events, predict the outcomes of stories, or find new ways to solve math problems. The arts nurture creativity, innovation and a sense of wonder inherent in an inquiry process.

Technology-Based Instruction: When technology supports interactive learning environments, it leads to higher engagement and learning gains. Students play an active role in their learning and receive frequent, personalized feedback through technology which they also critically analyze and actively create media messages. Through technology, teachers can connect classroom activities to the world outside the classroom. The arts support the production of media by helping students present their ideas with confidence (through vocal and physical skill building), providing them with creative tools, and challenging them to “read” visual and audio media as one might read a book.

Examples of integration strategies specific to arts disciplines include:

Visual Thinking: Students develop creative, analytical, interpretative skills when responding to artwork of others, whether the artist is a peer or a master. The learning goal of this response process is not to seek “right” answers or reward students for their prior knowledge. The quality of this interaction is dependent upon detailed observation, precise language, and the ability to infer meaning based on evidence. Students develop a healthy curiosity by questioning and imagining possibilities. Skills embedded in this protocol are valuable in the development of critical literacy, connecting well with English Language Arts.

Role-Play- In role-play, students are invited to explore situations assuming different characters. When in role, students respond as that person would think, feel, and speak expressing attitudes, and point of views in response to questions, situations, relationships, and problems to be solved. Role-play builds an understanding and empathy for people encompassing historians, scientists, math thinkers, characters, etc. in literature. (The Right Brain Initiative).

Expressive Movement: Expressive movement can be used to represent ideas, feelings, concepts and actions. The representation can be literal or abstract. Expressive movement may consist of body shapes, movements, sequences of shapes, sequences of movements, sequences of shapes and movements, and freezes. For example, **ABA** is a simple compositional form that can be created individually, with a partner, or in small groups. It has an A movement phrase, a B movement phrase, and a return to the A movement phrase. Example: A = Tableau, B = traveling using curved pathways, A = Tableau. **Move and Freeze** is an exploration of independent, spontaneous movement which can be done while stationary or while traveling through space.

Expressive Percussion: Expressive sounds, sequenced into rhythm, can represent characters, moods, or actions. Students may generate sounds through body percussion, found objects, created instruments, or percussion instruments. By creating short phrases of sound and silence, a student demonstrates understanding of concepts.

Drawing: Students observe shapes, perspectives, and proportions closely in order to represent objects or settings through drawing. They may use a variety of art media to draw, such as pencils, pastels, or crayons and may draw through a variety of strategies and techniques. **Gesture Drawing** requires spontaneous, quick lines to represent shapes and actions. In **Contour Drawing**, the artist sketches the contour of a subject by drawing lines that result in a drawing that is essentially an outline.

Alternatively, students might utilize *Shape Within a Shape* to recognize the basic geometric shapes that lie within figures and settings.

STEAM. KA will provide professional development to support rigorous instruction in STEAM to assist all students in meeting grade level standards. To support teaching and learning in these areas, KA will implement the following researched-based programs: Investigations (K-5 mathematics), FOSS (K-5 science), Springboard (6-7 Math), and IQWST (6-7 Science). These programs will support teachers in implementing high-quality integrated units complete with formative and summative assessments to ensure all students are making progress, and are aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the National Arts Standards. These standards will help students achieve the goals detailed in the section above as they are designed to provide the appropriate amount of rigor and relevance for student academic achievement. In addition to these programs and standards, KA will use differentiation, interventions and enrichment opportunities to ensure all students meet grade-level standards. Baseline data will be available through the various assessments (MAP, SBAC) and will be collected after the Pre-Year Assessments in August.

Technology Enhanced Arts Integration. Teachers who use technology and arts integration strategies assist students with solving problems, searching and retrieving information and coaching for presentation or performance. By integrating technology with the content, teachers can adapt instruction to student strengths. Very often instruction becomes more interesting because it is interactive¹¹. Technology in all content areas can enhance student achievement by addressing introductory and advanced skills, assessment of student progress and student motivation. For example,

¹¹ Arts Education Partnership. (2011). *What School Leaders Can Do to Increase Arts Education*. Retrieved from <http://www.aep-arts.org/wp-content/uploads/2012/08/What-School-Leaders-Can-Do-To-Increase-the-Arts.pdf>.

students who use iPads show stronger literacy performance gains than those who do not, and students are more interested in learning and excited to be at school. With the addition of classroom iPads, KA teachers and students will have consistent access to sites such as Google Suite for Education to generate, share, and save academic work and projects, and create portfolios. Students will use technology to access iPad Art Room, where they will interactively engage with content, independently find information, and create personal art masterpieces. Teachers and students will have increased opportunities to use technology to explore and connect with portraits and art masterpieces that connect pieces of art to science, technology, engineering and mathematics (STEAM). The following websites and apps can support this type of learning: StoryLines for Schools- build vocabulary and language skills through drawing; EduCreations –create thinking maps; Letter of the Day – explore letters from every angle and use this in conjunction with creative movement activities; Comic Life – synthesize information and concepts through creating comic strips; Sketchup- allows three-dimensional modeling that integrates art, engineering, architecture and technology; DevArt- use computer coding languages to create art.

Music and Movement. KA would like to purchase musical instrument items to create a musical arts integration classroom. Purchases would include items such as rhythm sticks, recorders, Orff Instruments, Djembes, Wood Caves, and Cactus Rain Sticks. PD will be provided to staff on appropriate use of musical instruments and music arts integration in the general education classroom. To verify the success of this PD, KA will obtain student achievement results on measure student achievement results on mid-, and end-of-year exams, based on achievement results obtained at the beginning of the year. KA will purchase sports equipment items to create a movement arts integration classroom. Purchases would include items such as jump ropes hula hoops, cones, floor hockey equipment, bean bags, and parachutes. PD will be provided to staff on appropriate use of sports

equipment and movement arts integration in the general education classroom. Implementing Music and Movement Arts Integration strategies in all core classes will engage students who are not typically reached through more traditional teaching methods, including those from economically disadvantaged homes, reluctant learners and students with learning disabilities.

Literacy Arts Integration. KA proposes to purchase a variety of literacy arts integrated curriculum materials and provide all teachers with professional development in arts integration in the ELA classroom. Arts integrated Literacy and ELA instructional strategies rely on both linguistic and non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative literacy and ELA learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial awareness and visual acuity. Dance heavily relies on kinesthetic control and musical perception. Music requires reading of different symbols and notation. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance. For example, drama involves the body and voice. Visual arts command spatial awareness and visual acuity. Dance heavily relies on kinesthetic control and musical perception. Music requires collaboration and symbolic reasoning. These art forms provide pathways for teachers to represent new information to students and engage them in learning, and for students to take action to express what they have learned in English Language Arts.

Quality of Project Personnel (34 CFR 75.210{e}1, {e}2, and {e}3)(ii) (up to 20 points).

a) Applications for employment; and

It is the policy of KA that no instructional staff member or candidate for such a position shall, on the basis of race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which

it receives financial assistance from the U.S. Department of Education. KA's hiring committee (comprised of the Board CEO, Arts Integration Curriculum Coordinator, Principal, 1st Grade Teacher, and Advisory Board Member) have established a procedure for recruiting and screening high quality teachers with a love for the arts and knowledge of Hawai'ian culture. The committee has also been working with the University of Hawai'i's College of Education to recruit a diverse pool of qualified candidates. The committee continues their efforts to identify and recruit candidates from groups that have traditionally been underrepresented based on race, color, national origin gender or age, by advertising in local area newspapers as well as Ka Wai Ola, the publication of the Office of Hawai'ian Affairs. KA's hiring committee will continue to work closely with colleges and local community members to develop and implement strategies to encourage applications from underrepresented educators.

b) The qualifications, including relevant training and experience, of key project personnel (up to 18 points).

Project Director. Patricia Massoth will be the K-8 Arts Integration Curriculum Coordinator at KA, and will serve as Project Director for this project. She is currently the Instructional Coach at a Hawai'ian-focused, TurnAround Arts school. In her current position, Ms. Massoth successfully manages an existing Native Hawai'i Education Program (NHEP) grant involving a high level of collaboration among two partner schools to reach positive outcomes for increasing teacher effectiveness. Ms. Massoth earned her B.A. in Child Development from California State University Sacramento, and her M.A. in Elementary Education with a focus in Literacy and Learning, as well as a Cross-cultural Language and Academic Development (C.L.A.D.) English Language Learner certificate from Pepperdine University. Ms. Massoth has over 15 years of experience as an educator and instructional coach. Ms. Massoth has participated in numerous arts integration PD courses

delivered by Kennedy Center artists Daniel Kelin, Sean Layne, Deb Brzoska, Melanie Rick, and [Kassie Misiewicz](#).

Administration. Jeff Vilardi, the Principal at Kamalani Academy, will serve as Project Director for this project. Mr. Vilardi has been a school administrator for the past ten year, both in Arizona and the last four years in the state of Hawai'i. In his position, he has led schools to consistent growth on the statewide assessments, receiving the GESD Student Achievement Award in 2012-2013 at Don Mensendick School and increasing STRIVE-HI totals from 316 to 341 in his first year at Voyager PCS. This honor made Voyager PCS a Top 5% School of Recognition. Mr. Vilardi earned a Bachelor's Degree from Grand Canyon University and later, Master's Degree in Educational Leadership from Northern Arizona University. Mr. Vilardi has 18 years of experience in education, including teacher, instruction coach for literacy, assistant principal and principal.

Governing Board. KA's governing board consists of a the following diverse, highly qualified, and passionate group of educators, parents and professionals: Ku'uipo Laumatia, Chairperson; Lei Cummings, Fundraising; Patrick Macy, Ed.D.Educational Administration; Rae Takemoto, Arts Integration Curriculum Development; Steve Davidson, Ed.D., Finance; Mark Kohler, Law, Accounting; Jarrett Macanas, Law; Blaine Fergstrom, Communications; VerlieAnn Malina-Wright, Educational Administration, Hawaiian Culture. Ms. Cummings is a fundraising professional. Dr. Davidson is a retired Certified Financial Planner and Project Management Professional. Dr. Macy has extensive experience in teaching and educational administration. Dr. Malina-Wright has worked for decades in the areas of Hawaiian and other indigenous cultures. Mr. Macanas and Mr. Kohler are both attorneys and Mr. Kohler is, also, a CPA. Ms. Takemoto developed and led the Arts Integration curriculum at DOE's Pomaika'i School. Ms. Laumatia is a Project Management Professional with

extensive experience in project and program management. She is, also, a long-time resident of Wahiawa. Working together, they possess all the experience and expertise necessary to start and oversee a *high quality charter school*.

Quality of the Management Plan (34 CFR 75.210(g)(1) and (g)(2)(i) (up to 20 points).

1. PD for Teachers - All (100%) teachers will attend research-based PD activities in arts integration (including Drama Strategies, Visual Arts Strategies, and Focus Advanced Arts Integration Strategies), Hawai‘ian Arts and Culture, and/or Collaborative Residencies.
1.1 Participants will complete at least 40 hours of Arts Integration, Hawai‘ian Arts and Culture, STEAM, technology integration, Literacy, and/or Collaborative Residency PD activities delivered over a 9-month period by the end of each project year, as evidence by attendance logs.
1.2 Participants will demonstrate an increase in arts integration knowledge and in their understanding of arts standards as measured by an annual pre/post-test.
1.3 Participants will demonstrate an increase in quality arts integration facilitation as measured by an annual pre/post classroom observation.
1.4 Participants will demonstrate an increase in the frequency with which they utilize arts integration structures and strategies in the classroom, as indicated by frequency rating self-reports.
1.5 At least 80% of project teachers indicate increased self-efficacy in delivering standards-based, arts integrated instruction, as indicated through end of year surveys annually.
2. STEAM Arts Integration – All (100%) of students will have access to state of the art STEAM lab and curriculum and all (100%) teachers will attend research-based PD activities.
2.1 The Arts Integration Curriculum Coordinator will meet 4x/year with her mentor to build capacity in supporting and sustaining teachers beyond the life of the grant in STEAM curriculum and instruction.
2.2 The leadership team will meet 4x/year with Deb Brzoska to build capacity in supporting and sustaining teachers beyond the life of the grant in STEAM.
2.3 The leadership team will participate in Teacher Leader Learning Communities 4x/year with teacher leaders at partner schools to support the exchange of professionals with a focus on developing and sustaining leadership that can support high quality STEM teaching.
2.4 80% of the leadership team will report increased self-efficacy as leaders, as indicated through end of year surveys annually.
2.5 Achievement gaps in Mathematics and Science, if they exist will be reduced by 10% each year as measured by the SBAC assessment.
3. Technology Tools and Use Goal- All (100%) of students will have access to state of the art technology and all (100%) of teachers will use innovative technology and develop high-quality digital tools for use in leadership development, teacher collaboration, and arts instruction.
3.1 Teacher Leaders will create and participate in Virtual Teaching and Learning communities (VTL) and create an online PD library focused on supporting student learning.
3.2 Instructional faculty will use innovative technology (swivel cameras) to record classroom teaching sessions using arts integration strategies and will create the KA digital library.

<p>3.3 Instructional faculty will engage strategies to support UDL by representing content through the arts, engaging students with artistic processes, and creating products for action/expression through the digital arts (e.g. iMovie, Explain Everything, digital portfolios.)</p>
<p>3.4 All (100%) of students will increase their math grade level equivalency (GLE) by more than 1.2 (1.2= 1 year and 2 months annually as measured by NWEA MAP and STAR Math assessments.</p>
<p>3.5 All (100%) students will meet or exceed existing math proficiency rates of the established campus as set by the Governing Board yearly as measured by the SBAC assessment.</p>
<p>4. School Culture Goal – KA administration, teachers and students, and their families will share common vision and values that support teaching and learning through the arts, and with a Hawai‘ian sense of purpose, sense of place.</p>
<p>4.1 Instructional faculty will intensify Nā Hopena A‘o, through arts integrated instruction, as evidenced by strategy frequency self-reports.</p>
<p>4.2 At least 80% of project teachers will indicate increased self-efficacy in delivering culturally relevant, place-based, HA-full instruction as indicated through end of year surveys annually.</p>
<p>4.3 KA administration, teachers, and students, and parents will articulate a common school vision and values, as evidenced through end of year focus groups.</p>
<p>5. Student Achievement Goals - Students will accomplish higher levels of competencies in in English Language Arts, Mathematics, and Science as a result of their arts integrated music and movement arts integrated instruction.</p>
<p>5.1 Instructional faculty will intensify English Language Arts, Mathematics, and Science learning through arts integrated music and movement instruction, as evidenced by strategy frequency self-reports.</p>
<p>5.2 Student Smarter Balance Assessment scores in English Language Arts, Mathematics, and Science will improve by 5% as a result of the arts integration approach.</p>
<p>5.3 One hundred percent (100%) of students will increase their reading and math grade level equivalency (GLE) by more than 1.2 (1.2 = 1 year and 2 months) annually as determined by NWEA MAP and STAR reading and math.</p>
<p>5.4 All students (100%) will increase their reading grade level equivalency (GLE) by more than 1.2 (1.2= 1 year and 2 months) annually as measured by DRA Assessments and be proficient in reading by the end of grade 3.</p>
<p>6. Student Social and Emotional Learning Goal- Students will develop increased social and emotional control, skills, and mindsets, according to the CASEL framework for SEL</p>
<p>6.1 Instructional faculty will intensify SEL learning through arts integrated instruction, as evidenced by strategy frequency self-reports.</p>
<p>6.2 The Leadership Team will review and select a tool for assessing student SEL.</p>
<p>6.3 SEL assessment scores will improve by 5% as a result of the arts integration approach.</p>

The following timeline clearly delineates the major project, activities and tasks of the grant, and milestones. This document will serve as the road map for duration of the grant.

When	What
Pre-Planning Milestones	
March 2018	Communicate to all school stakeholders proposed grant objectives
Year 1 Milestones	
Sept. 2018	Receive grant award notification
	Identify and recruit teachers for Leadership Team
	Recruit & hire Project Assistant
	Schedule and contract PD activities for school year 2018-2019
Fall 2018 (Sept.- Nov.)	Arts Integration Curriculum Coordinator Mentorship Meeting
	Teacher Leadership Development Meeting
	Evaluation Development Meeting
	Purchase first round of STEAM, technology, literacy, music, and movement materials
	Initial Hawai‘ian Arts and Culture: Hawai‘ian Protocol PD workshop
Winter 2018-19 (Dec.- Feb.)	Introduction to Drama PD workshop
	Introduction to Visual Arts PD workshop
	Mid-year Hawai‘ian Arts and Culture: Hawai‘ian Protocol PD workshop
	Arts Integration Curriculum Coordinator mentorship meeting
	PLC Development meeting
	Teacher Leadership Development Meeting
	Evaluation Development Meetings
Spring 2019 (March-May)	VTL Planning /Introductions with Pomaika‘i and Doral
	Final Hawai‘ian Arts and Culture: Hawai‘ian Protocol PD workshop
	Arts Integration Curriculum Coordinator Mentorship Meeting
	Schedule and Map SY 2018-2019: Drama, Visual Arts, Collaborative Residencies, and Advanced Arts Integration Topics PD

Summer 2019 (June-Aug.)	Arts Integration Curriculum Coordinator, Music and PE teachers attend Arts First Institute with teaching artist Mauiola Cook.
	Leadership Team attend National Charter School and Daily 5 Conferences
Year 2 Milestones	
Summer 2019 (June-Aug.)	Contract PD activities for school year 2019-20
Fall 2019 (Sept.-Nov.)	Arts Integration Curriculum Coordinator Mentorship Meeting
	Purchase second round of STEAM, technology, literacy, music, and movement materials
	Initial Hawai‘ian Arts and Culture: Mele & Oli PD workshop
	VTL with Doral
	Mo‘olelo & Dance Collaborative Residencies (lower elementary)
	Drama Strategies: School Culture & Physical Expression PD cycle
	Focus 5: Designing Classroom Spaces for Arts Integration PD
Winter 2019-20 (Dec.- Feb.)	Arts Integration Curriculum Coordinator Mentorship Meeting
	Teacher Leadership Development Meeting
	Visual Arts Strategies: School Culture & Visual Thinking PD cycle
	VTL with Pomaika‘i Elementary
	Mid-year Hawai‘ian Arts and Culture: Mele & Oli PD workshop
	Mo‘olelo & Dance Collaborative Residencies (lower elementary)
	Focus 5: Acting Right PD
	VTL with Doral
	Teacher Leadership Team attend Kennedy Center Annual Meeting
Spring 2020 (March-May)	Arts Integration Curriculum Coordinator Mentorship Meeting
	Teacher Leadership Development Meeting
	VTL with Pomaika‘i Elementary
	Final Hawai‘ian Arts and Culture: Mele & Oli PD workshop
	Ho‘ike: A Community Arts Celebration

	Schedule and Map SY 2019-20: Drama, Visual Arts, Collaborative Residencies, and Advanced Arts Integration Topics PD
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The budget is aligned to the project and designed to accomplish the stated objectives. The majority of the grant resources will be used for PD providers and to build “in-house” capacity for sustaining PD and to purchase high quality, state of the art STEAM, Technology, Literacy, Music, and Movement equipment and supplies. The project is also aligned with the KA Academic Plan and School Charter. The grant is aimed to advance competencies of all stakeholders to ensure that the Leadership Team will be able to sustain the work long after the life of the grant. With arts integration leadership in place, school funds will be devoted to ensuring that the progress made in PD activities continues.

Research Base Evaluation Methods. Throughout the course of the project and extending beyond the life of the grant, it is believed that the teachers and teacher leaders at Kamalani Academy will gain a great wealth of knowledge in arts integration and how to immediately design and deliver arts integrated lessons. Following the Kirkpatrick’s Linear Approach to Evaluation, the program will be evaluated by measuring participant reactions, participant learning, participant behavior, and student results.

The Kirkpatrick model “operates on the implicit assumption that the causal chain of teacher learning is sparked by a receptive reaction to the information the teacher acquires in class.” (Hanover Research, 2015) As a result, teachers will experience professional development which causes an immediate change in their pedagogy, teaching methods, and classroom practices with the ultimate goal of students achieving a higher level of academic growth. Therefore, the qualitative and quantitative data collected throughout the program will glean critical information regarding the overall effectiveness of the professional development’s pedagogical approaches which will be used in both summative and formative cycles of evaluation. The Kirkpatrick four levels of training evaluation are: reaction, learning, behavior, and results; which will guide the overall evaluation premise. Each level

builds upon the previous level, which in turn, delivers an avenue for gathering a more in depth stratum at each successive level.

- Level 1-Reaction: To what degree are participants reacting favorably to the professional development (questionnaires and surveys to measure satisfaction, engagement, and relevance)
- Level 2-Learning: To what degree do participants acquire the intended knowledge, skills, attitudes, confidence, and commitment (pre and posttests, skills demonstrations, written and oral reflections, portfolios.)
- Level 3-Behavior: To what degree participants apply what they learned during training when they are on the job
- Level 4-Results: To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement (measuring student impact through samples of student work, scores on assessments, interviews with students and parents)

Levels. Following Kirpatrick's levels, each of the overarching program goals and objectives will be explicitly linked to the desired outcomes and results. Level one questions and surveys will gauge participant's reactions to the professional development opportunities: was the quality of the professional development worth their time; was it successful; what were the strengths and weaknesses; and quality of the presenters. Levels two and three questions for guiding assessment and evaluation of teacher learning: to what extent are participants using their new learning; do participants have the ability to teach their new knowledge, skills, or attitudes to other people; and are participants aware that they have changed their behavior. Finally, level four questions to measure and quantify student impact: what was the impact on students; was student performance and achievement affected; was student social and emotional wellbeing affected; are students more confident as learners; and Is student attendance improving.

Continuation Plan (Section 4303(f)(1J(AJ(vi)(II) of the ESEA) (up to 15 points).

Should KA be awarded the CSP Grant, the school will remain sustainable programmatically after grant funds end due to a strong administration and governing board that will be in place, and due to teacher, parent and student satisfaction and retention. To ensure a strong administration, the Board will seek to hire individuals for the Leadership Team who have extensive educational experience (preferably in administrative and teaching positions); experience working with school or advisory educational boards; strong managerial capabilities; experience working with diverse student populations; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills. The Board will use multiple recruitment means to identify a number of qualified candidates and will conduct a local and national search for qualified administrators.

Teacher Retention. KA will also focus on teacher retention to sustain and institutionalize practices after the grant has ended. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the school will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The KA Governing Board and the KA administration will work together to implement a pay per performance framework or exceed district averages in salaries to retain and appreciate all teachers on staff at KA.

Parent Involvement. Parent and community involvement is a fundamental aspect of the mission and vision of KA. PTSO, School Advisory Council, and other such committees, will allow parents and students to partake in the school's decision- making process. KA will issue a parent satisfaction survey

at least once a year, and the results will help KA's Governing Board determine actions needed to address categories rating a satisfaction less than 80%.

Other Grant Sources. KA will request FRL and ELL information upon gathering student enrollment documentation using the CDE FRL application forms offered in both Spanish and English. Upon gathering total FRL and ELL enrollment numbers, the KA board will review the data and take into consideration applying for federal title fund programs, and will consider applying for programs geared toward ELL and FRL support.

Funding and Enrollment. Increasing enrollment is another area where KA will ensure sustainability and work to further institutionalize its practices. KA will begin scheduling parent information meetings in preparation for enrollment for the 2019-2020 school year. KA is planning an aggressive marketing campaign during the months of Jan-June of 2018. KA's Board Members, the Principal and other designated staff members will be responsible for a grass roots campaign to attract parents and students to the school. Marketing tactics will include social media, community partnership events, mailers, door to door, etc. As KA increases its enrollment, the school will be able to increase the number of staff, instructional tools and maintain a healthy year to year annual surplus.

Technical Assistance. KA's administration and Governing Board will be committed to the appropriate implementation of the CSP Grant and looks forward to utilizing the technical assistance available through the Department of Education. The KA Principal will be the grant contact and will be the main individual responsible for overseeing implementation of the grant and tracking of grant goals, and the Office Manager will assist. To comply with the Technical Assistance Plan incorporated with this grant and to promote quality practices, members of the Board, the Principal, and the Office Manager will be responsible for attending all required trainings and seminars.

[Application Requirements](#)

a) A description of the roles and responsibilities

School Governing Board. The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Board will hire, evaluate, and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. This will be an ongoing process. However, to ensure early success, KA will partner with Kamalani Foundation, which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives. This partnership will provide KA's administrator with an immediate knowledge base and support team that will facilitate early and consistent success. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board Chair will assure that the training and orientation set forth in the Bylaws of KA will focus on preparing the Board to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academica Hawaii.

School Staff. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines. The School's on site administration (principal, assistant principal, and lead staff) will ensure the operations of the school (resources, courses, policies) are in

accordance with the mission and vision of the School. The principal, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community. The School's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student-related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. The Principal will have authority to delegate additional administrative tasks to supporting administrative positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

Service Provider. The role of Academica Hawaii and KA is to serve at the will and guidance of the Board. We expect Academica Hawaii and KA, to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision. The School will hire Academica Hawaii to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Hawaii will provide include, but are not limited to, the following: assist the Board in creating budgets and financial forecasts; assist the Board in preparing applications for grant funds; monitor and assure Compliance with all state

reports; assist the Board in locating and securing a school facility; maintain the financial books of the school; assist with systems development; at the Board's direction, prepare agendas and post notices of all board meetings; assist the Board in identifying and retaining an employee leasing company; assist the Board in renewing the School's charter; and provide human resources related services such as dispute resolution and contract preparation and review. As part of the commitment and relationship between KA and Academica Hawaii, it is understood and agreed that Academica Hawaii will **NOT** do the following: employ the School Administrator or any other licensed personnel; draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal; use fees paid by KA to benefit or subsidize schools located outside of Hawaii; or permit the school's lease and management contract to be conditioned one upon the other. Academica Hawaii will assist KA in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help KA serve more students and maintain financial surpluses without compromising the educational goals of the school.

b) A description of the quality controls;

The Governing Board of KA developed the goals listed below to guide and assess school performance:

1. Students will be assessed using the SBAC and a baseline will be established. Once baseline data is established, the KA Board will set progressive goals for the following school years.
2. Increase incoming students' Math and Reading Grade Level Equivalence (GLE) by more than 1.0 (one year of growth).
3. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and

other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population).

4. The School will obtain and maintain a minimum cash reserve of fifty-five (55) days by the end of year 3.
5. The School will generate a minimum of five (5) percent fund surplus each school year.
6. Each Governing Board member will participate in a minimum of four (4) hours of professional development every year. Board Officers will attend a minimum of two (2) hours of professional development specific to their office within the four (4) hours required annually.
7. The School will demonstrate at least a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of student attending the school each academic year.
8. The licensed teacher retention rate will be at least ninety (90) percent each year, not including separations for reasons of non-renewal of teacher contract, health and family.

Academic goals will be monitored through a variety of means. SBAC, DRA, and ACT scores will be reviewed by the Board, administration, teachers, parents and management organization after results are transmitted to the school. KA will also use internal assessments aligned to the SBAC to measure progress throughout the year. Internal assessment results will be monitored and produced at a minimum of three times a year. KA will produce an academic dashboard indicating growth for all students including demographic and ethnic subgroups..

Human Resources. KA will create an HR and enrollment dashboard. The HR dashboard will monitor teacher retention, teacher salaries, and employee demographics. The enrollment dashboard

will monitor student attendance, demographics (ethnic and subgroup populations), historical enrollment.

Financial statements will be produced for the Board to review at least quarterly. KA, in compliance with Nevada state law, will receive an annual audit. This will allow the Board, especially the Board Treasurer, to review the financial position of the school and ensure the school is on track in meeting its financial goals. The board expects Academica to work in such a manner that the school's annual financial audits do not have any material deficiencies. The board further expects Academica to assist the school in meeting an annual surplus of not less than 5% of revenues.

Governing Board. KA's governing board consists of a diverse, highly qualified, and passionate group of educators, parents and professionals. KA's board brings a vast amount of experience and expertise to bear with extensive backgrounds in business, finance, education, governance and nonprofit management. To further supplement this knowledge, the board is collaborating with charter schools in Hawaii to learn from any mistakes or pitfalls encountered during their start-up phases. The board is dedicated to strengthening its capacity for effective oversight by seeking continuous professional development opportunities at the National Charter School Conference and the Charter School Association of Hawaii conferences annually. The board has set a goal for each member to receive 4 hours of professional development every year, with two of those being specific to their office within the board, if applicable.

Charter Authority. KA understands and appreciates that the Hawaii State Public Charter School Authority (HSPCSA) is responsible for monitoring the schools that it sponsors to make sure that all students are receiving a quality education, and thus, strong oversight from the HSPCSA is required. The HSPCSA also understands that charter schools need a level of autonomy to deliver effective educational services to its student body. As a result, the HSPCSA utilizes the Charter School

Performance Framework, which strikes a balance between the school's autonomy to operate its school and the school's accountability to the HSPCSA. To ensure the school is successful (academically, financially, and operationally), KA will work cooperatively with the HSPCSA to enable the sponsor to adequately evaluate the school according to the Charter School Performance Framework. .

Leadership. KA's administrative leadership team will be put together strategically to ensure that there is a wide array of expertise sufficient to ensure academic success for every student enrolled at KA. KA recognizes that the skills and knowledge of its employees are critical to its success and future. KA will provide significant professional development opportunities for its staff, as well as empower teachers to provide professional development to each other once they become trained in specific teaching methods. KA's professional development will have a strong focus on arts integration to ensure the school implements the model effectively. In addition to professional development, KA has developed its Educational Leadership Reimbursement Program to cultivate and develop future school leaders. Under this program, full-time certified teachers who have been teaching for at least three years, who have been teaching at KA for at least one year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership.

c) A description parents and other members of the community input;

Parents. As stated in the Bylaws, there will be a parent representative on the Board of KA. Additionally, an academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at KA Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal to discuss any concerns. KA staff and parents will work simultaneously to provide the best educational plan possible

for each student's learning needs. KA encourages parent involvement in all parts of their children's education.

Community and Parent Involvement. The school and the governing body of the school commit to establish relationships with local community organizations in order to have community support and engagement in school matters. As a part of the education philosophy, KA will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school. Examples of parent involvement include: regular parent/teacher conferences- these conferences are held before or after school or in the evening and provide parents with opportunities to discuss educational progress with their child's teachers; open houses, career fairs, family picnic- these events are held annually to maintain communication and active involvement in the school; school website, Facebook page, KA App, newsletter, events calendar- updated monthly to disseminate information and maintain open lines of communication in the community; and PTO- Parent Teacher Organization provides invaluable support to the school leadership and faculty.

Parent satisfaction is critical to the success of the school. Accordingly, KA has designed measures to evaluate parent satisfaction. The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school and are in support of the school's mission, vision, goals, and objectives. The school will convey the hope that parents regularly volunteer therein and be active participants in their child(ren)'s learning process.

Community Partnerships. Community involvement is a fundamental aspect of the mission and vision of KA community partnerships are extremely important as it broadens the student's opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. KA will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc. KA has preliminary partnerships with the following

organizations: Honolulu Theater for Youth (HTY), Honolulu Museum of Art (HMA), and the Office of Hawai‘ian Education (OHE).

d) A description of planned activities and expenditures of funds;

ACTIVITY #1	FUNDS BUDGETED FOR THIS ACTIVITY
STEAM arts integrated curriculum and instruction	Y1: \$0 Y2: \$75,479.03

DESCRIPTION OF ACTIVITY:
 KA proposes to purchase a variety of STEAM arts integrated curriculum materials and provide teachers with STEAM professional development. Arts integration is highly effective in engaging and motivating students. It supports the academic achievement and improved social behavior of students while enhancing school climate and parental involvement. A rich array of arts skills and intellectual processes provide multiple entry points for students to approach content in other subject areas, while the arts instruction is likewise deepened through integration of content from the other subject areas. The arts provide students multiple modes for demonstrating learning and competency. It enlivens the teaching and learning experience for entire school communities. At its best, arts integration is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition.
**Please see budget narrative for complete list of STEAM materials and equipment to be funded by the grant.*

SMART GOAL: One Hundred (100%) percent of students will have access to various arts integrated STEAM curriculum and highly effective teachers who have been provided professional development in STEAM and arts integration strategies. Achievement gaps, if they exist, will be reduced by 10% each year in Mathematics and Science as measured by the SBAC Assessment.

EVALUATION METHOD:
 Attendance records and agendas from professional development sessions will document instructor participation. Instructor lesson plans will document use of the selected Arts Integration STEAM strategies at least weekly. The administrator will observe and provide written feedback on lessons utilizing the selected strategy or strategies. All teachers (Grade K-5) will be observed and provided feedback in differentiated instruction in mathematics. All Middle School ELA teachers (Grades 6-8) will be observed and provided feedback in differentiated instruction in mathematics.

 Beginning in August, students will be regularly assessed via the NWEA MAP Assessments. Teachers will review each student’s individual math level as provided by NWEA MAP Assessments and make appropriate math assignments. Teacher will individualize lesson plans and student instruction based upon NWEA MAP Assessments prescriptive and diagnostic analysis of student academics. Students will also be provided a pre-, mid- and end-of-year assessment on STAR Math to measure and evaluate student progress in meeting the goal of increasing 1.2 GLE annually. Baseline data will be available online through STAR Math and will be collected after the Pre-Year Assessment in September. Additional data will be collected throughout the year.

ACTIVITY #2	FUNDS BUDGETED FOR THIS ACTIVITY
Technology arts integrated learning environments	Y1: \$76,725.44 Y2: \$74,225.44

DESCRIPTION OF ACTIVITY:
 Technology use is an effective and engaging way for teachers to integrate the arts into a 21st century classroom. KA will purchase technology to create mobile learning labs. These are whole-school, shared resources for teachers to checkout for short periods of time for class projects, activities, and assessment. Teachers will also receive a laptop for school use. In addition to these resources, we propose additional technology with the support of grant funds: one iPad for each teacher, and permanent iPads for each classroom. These iPads will be available for daily use in classroom centers as an option for creating arts projects or engaging in reading, writing, and math activities. With the addition of classroom iPads and mobile technology labs, teachers and students will have consistent access to sites such as Google Suite for Education to generate, share, and save academic work and

projects, and create portfolios. The increased number of laptops would also allow students who are struggling with Common Core State Standards to access Moby Max, a web-based program which the school purchased in its initial year. Funds to continue this program for the 2018-19 year would be requested through this grant as well. **Please see budget narrative for complete list of technology equipment to be funded by the grant.*

SMART GOAL:

One hundred percent (100%) of all KA students and staff will have access to technology. One hundred percent (100%) of teachers will be provided technology and arts integration instructional strategies and are required to design lesson plans to incorporate technology. As a result, all students will increase their math grade level equivalency (GLE) by more than 1.2 (1.2= 1 year and 2 months annually as measured by NWEA MAP and STAR Math assessments. All students will meet or exceed existing math proficiency rates of the established campuses as measured by the SBAC assessment.

EVALUATION METHOD:

Laptop cart check out calendar will be monitored for use of technology. Access logs from technology programs denoting student participation on classroom iPads. Teacher lesson plans will be monitored for blended arts integrated learning that incorporates the technology tools.

Beginning in August, students will be regularly assessed via the NWEA MAP Assessments. Teachers will review each student’s individual math level as provided by NWEA MAP Assessments and make appropriate math assignments. Teacher will individualize lesson plans and student instruction based upon NWEA MAP Assessments prescriptive and diagnostic analysis of student academics. Students will also be provided a pre-, mid- and end-of-year assessment on STAR Math to measure and evaluate student progress in meeting the goal of increasing 1.2 GLE annually. Baseline data will be available online through STAR Math and will be collected after the Pre-Year Assessment in September. Additional data will be collected throughout the year.

Attendance records and agendas from professional development sessions will document instructor participation. Instructor lesson plans will document use of the selected technology and Arts Integration strategies at least weekly. The administrator will observe and provide written feedback on lessons utilizing the selected strategy or strategies.

ACTIVITY #3	FUNDS BUDGETED FOR THIS ACTIVITY
Music and Movement Equipment	Year 1: \$47,914.38 Year 2: \$0

DESCRIPTION OF ACTIVITY:

KA would like to purchase musical instrument items to create a musical arts integration classroom. Purchases would include items such as rhythm sticks, recorders, Orff Instruments, Djembes, Wood Caves, and Cactus Rain Sticks. Professional development will be provided to staff on appropriate use of musical instruments and music arts integration in the general education classroom. To verify the success of this professional development, KA will obtain student achievement results on measure student achievement results on mid-, and end-of-year exams, based on achievement results obtained at the beginning of the year. Implementing Arts Integration strategies in all core classes will engage students who are not typically reached through more traditional teaching methods, including those from economically disadvantaged homes, reluctant learners and students with learning disabilities.

KA will purchase sports equipment items to create a movement arts integration classroom. Purchases would include items such as jump ropes hula hoops, cones, floor hockey equipment, bean bags, and parachutes. Professional development will be provided to staff on appropriate use of sports equipment and movement arts integration in the general education classroom. To verify the success of this professional development, KA will obtain student achievement results on measure student achievement results on mid-, and end-of-year exams, based on achievement results obtained at the beginning of the year. Implementing Arts Integration strategies in all core classes will engage students who are not typically reached through more traditional teaching methods,

including those from economically disadvantaged homes, reluctant learners and students with learning disabilities.

**Please see budget narrative for complete list of music and movement materials to be funded by the grant.*

SMART GOAL: One hundred percent (100%) of students in grades K-5 will have access to instruments and movement equipment in a designated class on a weekly basis. One Hundred percent (100%) of K-5 teachers will receive PD on music and movement arts integration in the classroom. One hundred percent (100%) of students will increase their reading and math grade level equivalency (GLE) by more than 1.2 (1.2 = 1 year and 2 months) annually as determined by NWEA MAP and STAR reading and math.

EVALUATION METHOD: Evidence of purchase orders for music equipment. All students in grades k-5 will be assigned to a weekly “special” dedicated 50-minute period of music instruction as denoted by student schedules. The music teacher’s lesson plans will show dedicated grade-level weekly lessons in music. Professional Development sign-in sheets and agendas. Teacher lesson plans with arts integration activities. GLE student progress will continue to be monitored through NWEA MAP, and STAR math and reading.

ACTIVITY #4	FUNDS BUDGETED FOR THIS ACTIVITY
Arts Integrated ELA materials	Year 1: \$55,324.54 Year 2: \$83,468.30

DESCRIPTION OF ACTIVITY:

KA proposes to purchase a variety of literacy arts integrated curriculum materials and provide all teachers with professional development in arts integration in the ELA classroom. Arts integrated Literacy and ELA instructional strategies rely on both linguistic and non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative literacy and ELA learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial awareness and visual acuity. Dance heavily relies on kinesthetic control and musical perception. Music requires reading of different symbols and notation. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance.

**Please see budget narrative for complete list of literacy materials to be funded by the grant.*

SMART GOAL: One Hundred (100%) percent of students will have access to various arts integrated literacy and English Language Arts curriculum and highly effective teachers who have been provided professional development in literacy and ELA arts integration strategies. Through the purchase of arts integrated materials, all students will increase their reading grade level equivalency (GLE) by more than 1.2 (1.2= 1 year and 2 months) annually as measured by DRA Assessments and be proficient in reading by the end of grade 3.

EVALUATION METHOD:

Evidence of purchase orders for literacy and ELA materials and books. All students will be provided with an end of year survey to confirm whether KA has provided students with arts integrated ELA and literacy materials, as described above. Beginning in August, students will be regularly assessed via the NWEA MAP Assessments. Teachers will review each student’s individual reading level as provided by NWEA MAP Assessments and make appropriate reading assignments from the classroom library.

Teacher will individualize lesson plans and student instruction based upon NWEA MAP Assessments prescriptive and diagnostic analysis of student literacy. Students will also be provided a pre-, mid- and end-of-year assessment on Accelerated Reader to measure and evaluate student progress in meeting the goal of increasing 1.2 GLE annually. Baseline data will be available online through Renaissance Learning and will be collected after the Pre-Year Assessment in September. Additional data will be collected throughout the year.

Attendance records and agendas from professional development sessions will document instructor participation. Instructor lesson plans will document use of the selected Arts Integration strategies at least weekly. The

administrator and instructional coaches will observe and provide written feedback on lessons utilizing the selected strategy or strategies.

The Board will maintain fiscal compliance with local, state and federal laws. The Board will receive an annual financial audit, review financial statements at least quarterly, report to all applicable legal agencies including the charter school's sponsor, oversee all financial matters, and revise financial policies/procedures as needed. The Board will be responsible for adopting the school's annual budget and selecting the audit firm. The Board is hoping to supplement their program by using grant funds to purchase professional development, technology and supplies. During the KA's budgeting process, the school will take into account that the grant is one-time funding and not purchase or enter into agreements that require ongoing payments that cannot be sustained without funds from the grant. The principal will be responsible for reporting to the Board quarterly on progress towards grant goals, activities and budget. KA will pay for subgrant upfront costs with a line of credit from Vectra Bank. Vectra Bank has opened a line of credit for other schools associated with Academica including SLAM of Nevada, Mater Academy of Northern Nevada and Doral Academy of Northern Nevada. Kamalani also has more than 1 million in cash reserves that the school might draw on to pay for upfront costs.

Financial Policies and Procedures include: budgeting process, general operating contingencies, fund balance requirements, budget preparation, budget transfer authority, procedures for collecting and depositing non-state appropriated funds, staff training, school fund account, authorized signatures, funding proposals and applications, investment of funds, fiscal accounting and reporting, financial reports and statements, property inventory and capitalization, audits, purchasing procedures, petty cash accounts, credit cards, payment procedures, payroll, travel, insurance coverage, disposal of school property, internal control testing. The Board will annually review the finalized financial audit report and address any deficiencies should there be any in their financial procedures and policies.

e) **A description of parent, family, and community engagement strategies;**

KA expects parents to be active participants in their children's education through volunteer opportunities at the school, requesting all families commit 30 hours of volunteer hours per school year. KA will reach out to parents and the community through the school website, monthly newsletters, and event calendars which will be updated monthly to disseminate information and maintain open lines of communication. The arts create unique opportunities for families to gather and celebrate student accomplishments. Through the Parent Teacher Organization (PTO) and other such committees, parent and community members will also be able to partake in the school's decision-making process. In addition, the public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board's attention.

Parental involvement is a fundamental aspect of KA's Mission and Vision. KA will encourage parents to be active participants in their children's education through volunteer opportunities at the school. KA will develop a comprehensive communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and news bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.
- KA Website: The school's website will be a source of information designed to address the various needs of its families. The website will include information on: KA mission, vision, and history; school schedule and calendars; KA curriculum; frequently asked questions; KA Governing Board meetings: public notices, agendas, and minutes; KA Board meetings are open to the public and are held, on average, every other month; directory of administration and

staff; uniform policy information with links for purchasing apparel; news and announcements; link to the KA school app; and any other pertinent information that parents may need to know.

- KA will also use workshops, parent meetings, open houses, and other events to inform parents of involvement opportunities. Throughout the school year, parents will be informed via e-mail, website, etc., as noted above. These include events and activities such as: quarterly Parent/Teacher Conferences (hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress); Open houses, Career Fairs, and Family Day (events held yearly to recruit new students, maintain communication and involvement between the school and the surrounding community); and PTSO (Parent Teacher Student Organization coordinates extra-curricular events involving the community).
- KA will provide many opportunities for parents to earn their hours through school-wide events, community events, and education-focused nights held at each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement: New Family Night, Meet the Teacher, back to School Night, Blended Learning Night, Informal Open House, PTSO Board meetings, Literacy Nights, Family Movie Night, and Back to School Picnic.

Community Engagement. KA's Board has extensive ties and relationships to the target community and surrounding region. In addition, KA's Board will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice. This education will not be a one-way street, because KA will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. Parents will use word of mouth to spread

information about the school as well as use their social media accounts to disseminate information relative to the school. As required by legislative policy, KA will circulate mailers and post cards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

f) A description of transportation plan;

KA does not provide daily transportation at this time, but would like to seek funds to establish a bus system. Parents and students are responsible for daily transportation to and from the school as KA will not have the financial resources to offer bussing. This practice is common among charter schools nationally. KA will look to fund field trips and athletic events through parent donations, fundraisers, sponsorships and Student Generated Funds at the discretion of the principal. KA will also seek bus pass grant funding through McKinney-Vento. KA families have established an extensive network of carpooling options for students.

g) A description of how each school that will receive funds will support all students;

After a student has been accepted through the lottery process, parents will be asked during registration if the student has an IEP. If the parent marks "Yes" a Pop-up window will request that the parent/guardian provide the student's current IEP, MDT report, 504 Plan, and eligibility statement. This information is collected and a caseload spreadsheet will be created to identify additional support and services that may be needed. In addition, the school registrar will request special education records from the student's previous school. All students will be assessed using KA's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. Intervention classes).

Educationally Disadvantaged Students. The ELL identification process will be triggered when students are identified (via survey) by responding that a language other than English is spoken at home once accepted into KA. Data will be collected on student homeless or poverty after acceptance and will be addressed in a matter consistent with federal and state law.

Positive Behavioral Support. KA will provide the necessary individual, classroom and/or school-wide intervention programs. Positive Behavioral Support (PBS) will be used to ensure that the behavioral philosophy of the school is effectively implemented. PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic and individualized change."¹² PBS can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement."¹³ This is especially important for students who are educationally disadvantaged and at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds environments that are conducive to learning for all students specifically not removing students from the classroom due to behavioral concerns.

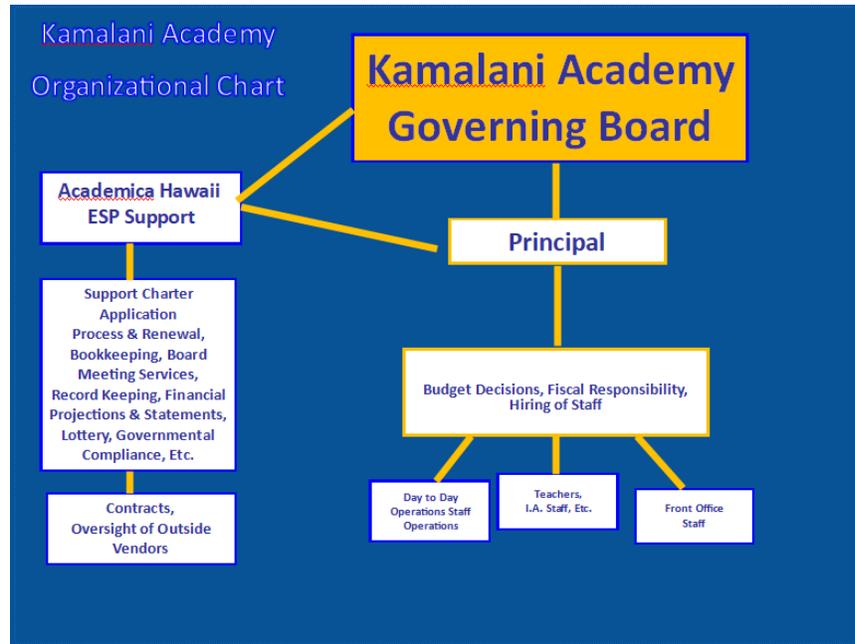
OHE. KA will work closely with the Office of Hawai'ian Education (OHE) to implement Nā Hopena A'ō. Together, this work helps us meet obligations to both BOE policies and the Hawai'i State Constitution (Article X, Section 4 and Article XV, Section 4). Our work with OHE will support

¹² Cohn, A. (2001). *Positive Behavioral Supports Information for Educators*. Retrieved from: http://www.naspcenter.org/factsheets/pbs_fs.html

¹³ ibid

whole-school arts integration with a sense of place and purpose, while improving academic success for Native Hawai‘ian children.

h) A description of autonomy;



i) A description recruitment and lottery;

KA will market via multiple modes to ensure all families are informed of their educational options. The marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and social media, building relationships with community groups, and a door-to-door approach. KA will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents and legal guardians by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or through community groups and churches to ensure that families are aware of the school and their eligibility to apply. KA's board and administrative team has been building relationships with community groups and organizations. In partnership with these organizations, informational events at open forums, such

as community centers, parks, and libraries will be held to inform the public about KA and its offerings. All of these methods are key to a successful recruitment of a broad range of students.

Grassroots Campaign. KA understands that the target community requires an extensive grassroots recruitment campaign to ensure they are aware of the choice program and their eligibility to apply for enrollment. This is why KA will not only have all of its marketing materials in multiple languages, but KA will spread the word about its unique choice program through door-to-door activities, events and popular public spaces, and other community locations. KA's diverse marketing strategy is designed to connect with a wide variety of families. KA will design its marketing materials to ensure all categories of educationally disadvantaged students, particularly for ELL students and students requiring special education services are welcome. KA chooses to serve this community and the traditional low-performing, double digit achievement gaps that currently exist between the general and ELL student populations. In compliance with HDOE, KA will not be using a weighted lottery at this time; however, as described above, KA will use grassroots marketing campaigns to effectively recruit educationally disadvantaged students.

Open Enrollment and Lottery Procedures. Open enrollment will commence each year on January 9 and continue through February 28. On March 1st, the school registration team will run the lottery. Families will be notified via email or phone of their child's acceptance into KA through the computerized lottery program. Families that are not accepted during the initial lottery will be notified of their waitlist status. Subsequent lotteries will adhere to the same timeline as listed above. The Office for Civil Rights enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education. KA is committed to providing an equal educational opportunity to all applicants without regard to race, religion, color, sex,

gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

Lottery Description. As long as the school's enrollment is less than it can accommodate, the school shall enroll pupil in the order in which applications are received. If more pupils apply for enrollment than the number of spaces, which are available the school shall use a lottery to determine who will be enrolled. KA will adopt the following lottery preferences:

1. A child of a person who is: employed by the school; or a member of the committee to form the school or the governing body
2. Sibling of a pupil who is currently enrolled in the school
3. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by statute. We will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to statute. For the situations identified below, only, our school will establish and advertise pre-enrollment window from February 1 to February 15 during which it will accept applications. The pre-enrollment process identifies pupils who are assured enrollment beginning 120 days before the date on which the charter school will open; approaching our first year of operation; when adding a new grade; and or annual enrollment in our school's lowest grade. We will announce and advertise these opening and closing dates of the pre-enrollment window to the community in which we plan to operate.

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.

2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
5. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
6. As space becomes available, pupils from the waiting list will be enrolled in the school.
7. The waiting list enrollment order will be determined by lottery.
8. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

9. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
10. Our school will not "close enrollment." Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full."
11. Pupils will be chosen for enrollment from the waiting list as described above. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

j) A description of part B of the IDEA;

In 2015, former Board of Education (BOE) Policy #4211 was adopted as BOE Policy #305.10, Anti-Harassment, Anti-Bullying, and Anti-Discrimination Against Student(s) by Employees. KA is committed to complying with Federal and State anti-discrimination laws and the Hawai'i State Department of Education policy. Discrimination because of a student's race, color, national origin (including persons with limited English proficiency), disability, sex, age, and/or religion in any educational program, service, or activity conducted by the department is prohibited. We will take measures to ensure that all teachers, leaders, service providers, students, parents and community members participating in this project have equitable access to project activities and materials. This includes those with disabilities, those with limited English proficiency, and Native Hawai'ians.

IDEA Compliance. In addition, the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations require the Hawai'i State Department of Education to provide a

free appropriate public education (FAPE), which includes a continuum of services for students who are eligible for special education and related services. KA will provide specially designed instruction to meet the unique needs of students with disabilities. This will ensure access to the full arts integrated curriculum while minimizing barriers to learning. All curriculum, professional development guides, celebrations, and family activities will be held in fully accessible locations. We will modify our communication modes to address any physical or sensory barriers specific to the individual needs of program participants (for example: providing appropriate amplification and preferential seating; adapting or modifying training materials through text enlargement, providing for an alternative means of presentation/delivery of products, using interpreters -including sign language interpreters, etc).

English Language Learners (ELL). With regard to students with limited English proficiency, Title VI and its regulations require that students are able to participate in, or benefit from, all instructional programs. Title III requires ELL Program students attain English proficiency, and meet the same challenging academic standards of all students. The statewide ELL Program ensures students with limited English proficiency (1) have access to educational opportunities by providing services that assist these students with the attainment of English language proficiency, (2) develop high levels of academic attainment in English, and (3) meet the same challenging academic content and student achievement standards all students are expected to meet. With a focus on English Language Arts content instruction, KA teachers will learn how to support English Language learners through active engagement in the arts. For example, they will teach vocabulary through drama and employ arts-specific collaborative learning strategies to support student talk. The program will also facilitate translanguaging to ensure all students are able to understand big ideas in the content areas and express those ideas through the arts. Collaboration, integrity, and confidence will be pervasive in our arts

integrated school, allowing for expedited academic-knowledge acquisition for English language learners (Ingraham & Nuttall, 2016).

k) A description of definition of *charter school* under section 4310(2) of the ESEA
 Kamalani Academy is a free public charter school sponsored by the Hawaii State Public Charter School Authority, with a written performance contract. It is in operation pursuant to Section 4310(3) of the ESSA. It is operated under public supervision and direction. It provides Elementary and Middle school educational programs. It is nonsectarian in all aspects of operations. Students do not pay tuition; it is a free public charter school. KA complies with all statutory state and federal statutes and regulations. Parents choose to send students to KA. KA’s lottery is pursuant to 4303(c)(3)(A) of ESEA. The school is not affiliated with any other charter or public school entity; it is a stand-alone individual charter school. KA meets all health and safety requirements and operates in compliance with all state law. The KA leadership and Governing board have full autonomy and flexibility that is consistent with the definition of a charter school pursuant to Section 4310(3) of the ESSEA.

l) Single-sex educational program;

This question is not applicable because KA will not seek to provide single-sex educational programs.

m) Waivers of Federal statutory or regulatory requirements;

This question is not applicable because KA will not seek any waivers.

n) A complete *logic model*;

Kamalani Academy Charter School			
Logic Model			
Organizational Mission: “Kamalani Academy believes that each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and, also, provide students with vital skills such as creativity, communication, leadership, and collaboration.”			
Resources (Inputs)	Program Activities	Outputs¹	Outcomes
Awarded funds through Expanding Opportunity Through Quality Charter Schools Program Grant	I. Professional Development (PD) for Teachers A. Early Literacy B. Drama Strategies C. Visual Arts Strategies	I. PD for Teachers All (100%) teachers will attend research-based professional development activities, as measured by	<ul style="list-style-type: none"> Increase student achievement

	<p>D. Hawaiian Culture & Arts D. Focus Advance Arts Integration E. Collaborative Residencies F. Professional Learning Communities</p> <p>II. STEAM</p> <p>A. Arts Integration Curriculum Coordinator Mentorship B. Teacher Development C. STEAM lab established D. Students participate in weekly STEAM activities</p> <p>III. Technology</p> <p>A. State-of-the-art technology labs established B. Teacher development in technology arts integration C. Students participate in daily technology enhanced digital learning environments</p> <p>IV. Music and Movement</p> <p>A. Music equipment and Hawaiian music classroom established B. Movement equipment and classroom established C. Teacher development in music and movement arts integration D. Students participate in music and movement weekly classes</p> <p>V. Literacy Arts Integration</p> <p>A. Common Core text exemplar library established B. Teacher development in arts integrated literacy instruction C. Students participate in daily arts integrated literacy instruction</p>	<p>the established GPRA performance measure.</p> <p>II. STEAM All (100%) teachers will attend research-based professional development activities, as measured by the established GPRA performance measure and all (100%) of students will have access to state-of-the-art STEAM classroom environments, curriculum, and instruction.</p> <p>III. Technology All (100%) teachers will attend research-based professional development activities, as measured by the established GPRA performance measure and all (100%) of students will have access to state-of-the-art technology classroom environments, curriculum, and instruction.</p> <p>IV. Music and Movement All (100%) teachers will attend research-based professional development activities, as measured by the established GPRA performance measure and all (100%) of students will have access to state-of-the-art music and movement classroom environments, curriculum, and instruction.</p> <p>V. Literacy Arts Integration All (100%) teachers will attend research-based professional development activities, as measured by the established GPRA performance measure and all (100%) of students will have access to Common Core text</p>	<ul style="list-style-type: none"> • Improvement of student social/emotional health and behavior • Improvement of school culture • Achievement gaps, if they exist will be reduced • Teachers will demonstrate a statistically significant increase in content knowledge as it relates to the PD activities.²
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		exemplar libraries and arts integrated literacy classroom environments, curriculum, and instruction.	
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o) The applicant's most recent available independently audited.

KA Board will be responsible for selecting an independent qualified auditor/audit firm annually. KA Board will bid out the annual audit and make a selection based off of experience, references and cost. Independent financial audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. The final audit report will be reviewed by the KA Board for approval at a Board Meeting. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.