

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 11/06/2015 12:56 PM

Technical Review Coversheet

Applicant: Sheila Buyukacar (U282B160064)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum and Instructional Practices		
1. Quality of Curriculum	15	13
Assisting Educationally Disadvantaged Students		
1. Achievement Standards	5	3
Assessing Achievement of School Objectives		
1. Assessing Achievement	15	9
Community & Parental Support & Comm. Involvement		
1. Community Support	10	6
Quality of Project Personnel		
1. Project Personnel	22	19
Quality of the Management Plan		
1. Management Plan	15	13
Existence & Quality of Charter or Performance Con.		
1. Existence of Charter	15	8
Degree of Flexibility Afforded by the SEA/LEA		
1. Degree of Flexibility	3	3
Sub Total	100	74
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	1
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	1
Sub Total	8	2
Total	108	76

Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

Reader #1: *****

Applicant: Sheila Buyukacar (U282B160064)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

The Imag Academy provided a description of the program – the focus will be to be Innovative, Mindful, Accepting, and Giving (IMAG) (p.2). The school plans to serve 915 students in grades K-12. The first year will start with 210 students in grades K, 7 and 8. The school will start with a focus on mastery of academic subject content standards, as well as national level standards, Hawaii Common Core, Hawaii State Performance Standards, ELA and math. Imag Academy will use Marzano’s “high-yield” strategies (p. 6), which have been shown to increase test scores by 22 to 45%. Imag Academy matched those nine high-yield strategies with the techniques that will be used at the school.

Weaknesses:

Imag Academy did not provide a clear description of how they will serve the large student population described. They mention having an I-AGL plan for each student, but with 915 students, that seems like a herculean effort. Additionally, it is unclear how the program help the wide range of students in the various grades meet academic standards. Additional detail, rather than the high level overview, would have strengthened the narrative.

Reader's Score: 13

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

The Imag Academy described that 583 of the 915 students “may be considered” at risk (p. 20). They estimate that approximately 185 students will be English language learners, and describe that they will use a full inclusion model that results in a comprehensive and wrap around student service model. (p. 21).

Weaknesses:

The applicant did not provide sufficient information as to how they arrived at the estimates of at-risk students they will serve. Furthermore, the applicant did not detail whether additional supports will be provided for students that are educationally disadvantaged. The inclusion model seems to be the model that will be used for all students; however, educationally disadvantaged students may need additional supports. Those are not described.

Reader's Score: 3

Selection Criteria - Assessing Achievement of School Objectives

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school's objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The Imag Academy will focus on their goals and objectives with a plan for the use of scores and data to inform decision making (p. 22). Imag Academy states that the use of the data will affect instructional decisions during the year.

Weaknesses:

Project-specific performance measures of the charter are not included. It is unclear what the performance targets are. Although 8 goals are listed, there is no detailed plan or strategy to meet these goals.

Reader's Score: 9

Selection Criteria - Community & Parental Support & Comm. Involvement

1. Please provide your responses in the sub-questions.

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Responses provided in the sub-questions.

Weaknesses:

Responses provided in the sub-questions.

Reader's Score: 6

Sub Question

1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 5 points);

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Sub Question

Strengths:

The Imag Academy attended 23 farmers markets and manned community event booths (p. 24). 400 info cards were handed out to preschools and 500 at local libraries. They also held one-on-one discussions with 250 parents. Many letters of support are included in the attachments. Over 373 signatures were gathered in support of Imag Academy.

Weaknesses:

None noted.

Reader's Score: 5

2. **The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

Imag Academy described that they will have parent volunteers and hold family programming (p. 25).

Weaknesses:

The applicant failed to describe how parents will be involved in the curriculum decisions, implementation, or other school decision making.

Reader's Score: 1

Selection Criteria - Quality of Project Personnel

1. **Please provide your responses in the sub-questions.**

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

Responses provided in the sub-questions.

Weaknesses:

Responses provided in the sub-questions.

Reader's Score: 19

Sub Question

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).**

Sub Question

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

None noted.

Weaknesses:

No statement of non-discrimination was provided.

Reader's Score: 0

- 2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The key staff has over 80 years of experience (p. 27). [REDACTED] has over 40 years of experience (p. 28). [REDACTED] is a project manager with over 30 years in organizational development. Key staff is extremely qualified.

Weaknesses:

It is somewhat unclear as to the level of commitment by each staff member. It would have been helpful if the applicant had provided more detail as to who will be handling day to day operations at this stage. Furthermore, the size of staff will need to be increased to handle school at full capacity; the applicant could have described the plan for this.

Reader's Score: 19

Selection Criteria - Quality of the Management Plan

- 1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

[REDACTED], the school director, has agreed to work "full time or nearly full time" to set up the school (p. 32). Points of contact are identified for seven areas of school development/as potential board members.

Weaknesses:

The Imag Academy is a large undertaking for one person [REDACTED]. She is listed four times in the responsibilities list (p. 32). It is concerning to rely so much on one person for such a large project.

Reader's Score: 13

Selection Criteria - Existence & Quality of Charter or Performance Con.

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Responses provided in the sub-questions.

Weaknesses:

Responses provided in the sub-questions.

Reader's Score: 8

Sub Question

1. The Secretary considers--

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.

Strengths:

The applicant states on page 33 that they are in the process of applying for a charter with the Hawaii Public Charter School Commission.

Weaknesses:

The applicant is in the process of applying for a charter (p. 33), but does not detail where they are in this process. They provided a sample contract template in the attachments, but this is a template that is used for any charter that is approved in Hawaii, and is not specific to the applicant. Additional detail describing where they are in the process would have strengthened the narrative.

Reader's Score: 5

2. The Secretary considers--

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.

Strengths:

The State Public Charter School Contract (attachment 16) outlines the education of students with disabilities (p. A3), services for ELL students (p. A4), and expectations of school performance (p. A4).

Sub Question

Weaknesses:

Additional detail is needed to clarify how the school will go from a proposed contract (attachment 16) to an approved charter. Since no approved charter was provided, the link should be made on how the school will go from the proposed contract to their final approved charter.

Reader's Score: 3

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State s charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The applicant stated that Hawaii Public Charter School commission is the sole authorizer (p. 34). The applicant states that they are given authority and allowed flexibility by the authorizer (p. 35). They are empowered to develop their own internal policies.

Weaknesses:

None noted.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies
- (b) Students with disabilities
- (c) English learners

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The Imag Academy will provide an inclusive environment and address the needs of all students. They will serve high needs students with the same supports.

Weaknesses:

The Imag Academy described the use of individualized plans for each subgroup and targeted instruction; however, they failed to detail how it would specifically meet the needs of the students identified in this priority criterion.

Reader's Score: 1

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

N/A – the applicant did not address this priority.

Weaknesses:

N/A – the applicant did not address this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

The Imag Academy will serve kindergarten students in year 1 (p. 49).

Weaknesses:

The applicant did not provide details on how they will serve these students, only that they will serve them in the same way as regular students/in a traditional environment.

Reader's Score: 1

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Status: Submitted

Last Updated: 11/10/2015 05:27 AM

Technical Review Coversheet

Applicant: Sheila Buyukacar (U282B160064)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum and Instructional Practices		
1. Quality of Curriculum	15	13
Assisting Educationally Disadvantaged Students		
1. Achievement Standards	5	4
Assessing Achievement of School Objectives		
1. Assessing Achievement	15	10
Community & Parental Support & Comm. Involvement		
1. Community Support	10	8
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	15
Existence & Quality of Charter or Performance Con.		
1. Existence of Charter	15	7
Degree of Flexibility Afforded by the SEA/LEA		
1. Degree of Flexibility	3	3
Sub Total	100	82
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	2
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	1
Sub Total	8	3
Total	108	85

Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

Reader #2: *****

Applicant: Sheila Buyukacar (U282B160064)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

The IMAG academy to be located in Hawaii has an instructional framework with 3 main elements: academic rigor, real world relevance, and a safe environment that will be aligned to the Hawaii Common Core Standards with all content areas being supported by ELA and Math. VBase are value added projects that will be incorporated into the curriculum which provides hands on experience/project based learning in the areas of Business, Art, Science, and Engineering. There is mention of STEM elements being supported by community partnerships too. Student social and emotional growth also plays a role in the curriculum as they promote a positive school environment conducive to learning. Marzano Instructional Strategies and School Family Framework: Conscious Discipline will be taught for teacher implementation in the classroom. Longer instructional periods allow for Project Based Learning. An instructional coach will be available to support teacher curriculum needs, conduct observations, coaching, and mentoring.

Evidence: Pages: E18, E21, E22

Weaknesses:

The School decided to utilize the same materials used at district schools to allow for familiarity. The school could have opted to research new, innovative curriculum to distinguish themselves and course offering. Page: E25

Reader's Score: 13

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

The IMAG Academy anticipates 185 students to be ELL and over 1/2 of their population to be at risk due to disadvantaged socio-economic status. School will practice full inclusion and wrap around student services comprised of 4 Levels: Classroom Instruction and Project Facilitation, Targeted Grade and School, Community Program Enrollment, and Specialized Services.

Pages: E35, E36

Weaknesses:

The applicant failed to provide a description of their additional support based on subgroups and grade levels was not evident. Information on how projected student forecast was developed was not discussed.

Reader's Score: 4

Selection Criteria - Assessing Achievement of School Objectives

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school's objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

In addition to adhering to the Hawaii Common Core standards, the school has developed a metrics and goal segment. Assessment schedule was provided. Teachers will provide input on assessment selection and usage, which will support buy-in from the instructional team.

Pages: E37, E38

Weaknesses:

Formative assessments are still not identified for instructional classroom use. Additionally, the applicant failed to stipulate how their assessments will be utilized to support each subgroup.

Reader's Score: 10

Selection Criteria - Community & Parental Support & Comm. Involvement

1. Please provide your responses in the sub-questions.

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Responded in the sub-questions.

Weaknesses:

Responded in the sub-questions.

Reader's Score: 8

Sub Question

1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 5 points);

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the

Sub Question

Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

Community meetings, informational sessions, and brochures were distributed to discuss plans for the school with 373 signatures in support of the IMAG community. Letters of support were included and the management team has already begun to develop relationships within the community by attending monthly meetings held by other local organizations that they anticipate partnering with.

Pages: E39-E42

Weaknesses:

Minimum mention of technology usage to encourage parental/community awareness or involvement. Application does not indicate parental input or participation in strategic planning.

Reader's Score: 3

2. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

Parent programs will be developed to allow parents to support the school based on their own strengths. Community project times, Family Communication Plans, Family Programs, and Volunteer opportunities are outlined.
Page E42

Weaknesses:

None noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

Responded in the sub-questions.

Weaknesses:

Responded in the sub-questions.

Reader's Score: 22

Sub Question

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

Based on the background experience of their key project personnel, it is evident that a quality group of board members has been developed to support start-up goals.

Pages: E42-E47

Weaknesses:

None noted.

Reader's Score: 2

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

Key Personnel Members possess experience in the following areas: Leading Expeditionary Learning Schools, innovator of physical and learning environments with technology, education, business consultant, Chief Executive Officer, Financial Management and Banking, staffing, non-profit, and more.

Pages: E42-E47

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The Management Plan indicates that there will be one point person with the support of highly qualified board members that will be the contact/point person based on their area of expertise. The quality of their management plan supports the goal of achieving the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project task. The school organizational chart, bylaws, and

measuring metric for success have been developed to serve as a guide.

Pages: E47-E48

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Existence & Quality of Charter or Performance Con.

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Responded in the sub-questions.

Weaknesses:

Responded in the sub-questions.

Reader's Score: 7

Sub Question

1. The Secretary considers--

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The applicant indicated that the IMAG Academy is in the process of applying for a charter approval with the Hawaii Public Charter School Commission. Since an actual contract is not available, a sample contract was provided. The template described how the state will analyze student performance pursuant to the state's assessments.

Pages: E48, E49, E112

Weaknesses:

The charter application has not been approved by the authorizer and the applicant did not clearly describe the authorizer's approval process.

Reader's Score: 3

2. The Secretary considers--

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public

Sub Question

chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.

Strengths:

The status of the charter application and a sample contract has been provided. The Hawaii performance standards are mentioned throughout the application.

Pages: E49, E112

Weaknesses:

Charter Application or excerpt were not available for review.

Reader's Score: 4

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

- 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).**

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State s charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The Hawaii Public Charter School Commission is the point of contact between the SEA and LEA and public schools. The application provided information on the guidelines to be followed as per law to remain in compliance.

Pages E49, E50

Weaknesses:

None noted.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

- 1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)**

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

Note: Applicants may choose to respond to one or more of the priority areas and are not required to

respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The application mentions inclusion, support for ELL Learners through Project Based Learning, and family support programs.

Pages: E14, E18, E35

Weaknesses:

There is no research to support the student demographic projections.

Reader's Score: 2

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

The applicant did not address this criterion.

Weaknesses:

The applicant did not address this criterion.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

The application discussed the proposed availability of a transition program for the many Kindergarten students who would not have attended a Pre-K program to gauge their reading levels and provide the appropriate interventions to support student performance. Pages E28

Weaknesses:

The applicant only provided minimum details on the implementation and content of programs to support this subgroup.

Reader's Score: 1

Status: Submitted
Last Updated: 11/10/2015 05:27 AM

Status: Submitted

Last Updated: 11/06/2015 02:20 PM

Technical Review Coversheet

Applicant: Sheila Buyukacar (U282B160064)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum and Instructional Practices		
1. Quality of Curriculum	15	13
Assisting Educationally Disadvantaged Students		
1. Achievement Standards	5	3
Assessing Achievement of School Objectives		
1. Assessing Achievement	15	10
Community & Parental Support & Comm. Involvement		
1. Community Support	10	7
Quality of Project Personnel		
1. Project Personnel	22	21
Quality of the Management Plan		
1. Management Plan	15	14
Existence & Quality of Charter or Performance Con.		
1. Existence of Charter	15	7
Degree of Flexibility Afforded by the SEA/LEA		
1. Degree of Flexibility	3	3
Sub Total	100	78
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	2
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	1
Sub Total	8	3
Total	108	81

Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

Reader #3: *****

Applicant: Sheila Buyukacar (U282B160064)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

IMAG's focus is project-based learning with a focus on leadership, mentorship, and collaborative decision-making processes (pg. e17/2). There are 3 main elements to IMAG's instructional framework; academic rigor, real-world relevance; and a safe and nurturing environment. To promote academic rigor at all grade levels, IMAG will use national level standards, the Hawaii Common Core Standards and applicable Hawaii State Performance Standards and all content areas will be anchored with English Language Arts and Math. (Pg. e18/3). The second leg of IMAG's instructional framework, real-world relevance, will be demonstrated through the completion of a semester long community-centered project (guided by Buck Institute's Project-Based Goal Star) Pg. e22/7. Students will be expected to develop useable products and services for community partners. The last element of IMAG's model is perhaps the most important in terms of establishing schoolwide culture - which is creating a safe and nurturing environment. IMAG will implement the guidelines in Dr. Becky Bailey's 2011 book, "Creating the School Family" (pg. e20/5), to promote students' social-emotional development and communication skills through their daily interactions with all members of the school community.

All instructional staff will be required (and trained) to use Robert J. Marzano's nine instructional strategies to support the school's instructional framework (Pg. e21/6). Additionally, all staff will be trained on how to use "Conscious Discipline" structures, rituals, language, and routines throughout the school day. Conscious Discipline allows the student to center him/herself to make good personal and social decisions (Pg. e22/7).

Extended blocks in math, social studies, and history, allows students time and experience to adapt what they have learned during afternoon project time. During this period, students will receive formal and informal feedback from peers, teachers, and community partners resulting in deeper reflection, inquiry and revisions as needed (Pg. e24/9).

The applicant group spent significant time and effort conducting research and investigating 57 math and 40 English Language Arts programs before landing on their selected models, which includes Harcourt Social Studies for K-12, and FOSS and Harcourt Science Fusion for K-8 (Pp. e162-163).

Weaknesses:

More information is needed on how the educational needs of kindergarten students will be met. Much of the narrative is non-specific to grade level with little differentiation for age appropriateness instructional expectations. For example, it is unclear how early childhood learners (K-3 graders) will practice project-based learning and participate in afternoon project time.

More information is needed on how the school will look once at full capacity. That is, it is unclear how instructional practices will be adjusted as the school grows from K, 7-8 school to a full K-12 institution.

Reader's Score: 13

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

IMAG will create a four level wrap around service model to address the needs for educationally disadvantaged students (Pg. e183). Level one includes the use of individualized performance achievement reports and differentiated instructional strategies. Level two involves co-teaching and teacher assistants facilitating more appropriate pacing and guided practices with small groups and individual students. Level three is community sponsored, on-campus after-school tutorial programs and level four intervention may lead to referrals to the Hawaii Department of Education for evaluations. Each student in collaboration with their school mentor/teacher, will develop an Individual Goals and Learning Plan to ensure focus on academic benchmarks, social-emotional communication development, and project work. New and transition grades (K and 7-8) will be recommended to participate in the school's transition program. This program acts as a bridge and will provide workshops sessions and project-based activities in preparation for the school's curriculum foci. A FORE TEAM will be established to identify students who may be in need of modifying an IEP or one who may need an accelerate learning pathway (Pg. e27-28). Monthly data meeting will occur to discuss individual, cohort and school-wide assessment results. Discussions could lead to modifications of instructional practices, position descriptions or school organizational policies (Pg. e29). IMAG plans to have relatively small class sizes, with 1 to 20 teacher student ratio in K-3; 1 to 25 in 4-12 with 3 teachers per grade. One educational assistant will work with 3 teachers and there will be an ELL curriculum resource teacher, student-parent coordinator, counselor, and social worker to support educationally disadvantage students (Pp. e33-34).

Weaknesses:

It is unclear how early childhood learners will collaborative with mentor/teachers to assist in the development of Individual Goals and Learning Plans.

More information is needed on how the school will specifically address the needs of English Learners and special needs students in the classroom and during out-of-class intervention settings (Pp. e61-62).

Reader's Score: 3

Selection Criteria - Assessing Achievement of School Objectives

1. The quality of the strategy for assessing achievement of the charter school' s objectives.

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school s objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

Included in the submission is an extensive Annual Assessment Schedule (Pp. e105-106), which details metrics, tools, target/goals and benchmarks for year 1. There are also school-level metrics ONLY for grades K-12 located on pp. e107-109 & pp.174-182. Individual Goals and Learning Plan are in place to ensure focus on academic benchmarks, social-emotional communication development, and project work.

Weaknesses:

There doesn't seem to be goals related to specific subgroups identified in Competitive Priorities 1 and 3.

Reader's Score: 10

Selection Criteria - Community & Parental Support & Comm. Involvement**1. Please provide your responses in the sub-questions.**

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Community – There are a number of support letters from, including but not limited to, Councilmembers, Oahu's Economic Development Board, Comprind.10, University of Hawaii, and a print-out of 373 names of supporters (pp. e84-101). Over the past few months, the applicant had one-on-one discussions with 250 parents, manned 23 farmers' market and community booths, and set up 8 information tables at Walmart stores. The applicant regularly attended monthly Waipahu Neighborhood Board and Waipahu Community Coalition meetings (Pg. e39). Once operational, IMAG plans to establish Community Programs and Volunteer opportunities (Community Advisory Group, Community Project Volunteers, sponsorships, etc.) Pg. e42.

Family – There is a collection of nearly 400 signatures submitted with this grant application. It is stated and assumed that most of the signatures are those of interested parents. Additionally, there are three major ways in which IMAG will engage families: 1) Implementation of a Family Communication Plan (enrollment and admission policies, weekly e-communicues, talk story events, etc.); 2) Family Programs (early morning drop-off, parent-student conferences, Wednesday Lunch with Mentor and Parents, etc.); 3) Parent Volunteer Opportunities (reading programs, tutoring programs, parent advisory group, etc.). Pg. e41.

Weaknesses:

Community – None noted.

Family – Although there is evidence of family outreach, there is little evidence of how families' input/suggestions were included in the project or how family's input would be considered once the school is operational.

Reader's Score: 7

Sub Question

1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 5 points);

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community

Sub Question

will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

There are a number of support letters from, including but not limited to, Councilmembers, Oahu's Economic Development Board, Comprehend.10, University of Hawaii, and a print-out of 373 names of supporters (pp. e84-101). Over the past few months, the applicant had one-on-one discussions with 250 parents, manned 23 farmers' market and community booths, and set up 8 information tables at Walmart stores. The applicant regularly attended monthly Waipahu Neighborhood Board and Waipahu Community Coalition meetings (Pg. e39). Once operational, IMAG plans to establish Community Programs and Volunteer opportunities (Community Advisory Group, Community Project Volunteers, sponsorships, etc.) Pg. e42.

Weaknesses:

None noted.

Reader's Score: 5

- 2. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

There is a collection of nearly 400 signatures submitted with this grant application. It is stated and assumed that most of the signatures are those of interested parents. Additionally, there are three major ways in which IMAG will engage families: 1) Implementation of a Family Communication Plan (enrollment and admission policies, weekly e-communicues, talk story events, etc.); 2) Family Programs (early morning drop-off, parent-student conferences, Wednesday Lunch with Mentor and Parents, etc.); 3) Parent Volunteer Opportunities (reading programs, tutoring programs, parent advisory group, etc.). Pg. e41.

Weaknesses:

Although there is evidence of family outreach, there is little evidence of how families' input/suggestions were included in the project or how family's input would be considered once the school is operational.

Reader's Score: 2

Selection Criteria - Quality of Project Personnel

Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

The applicant provides a clear picture of members' strengths as it relates to the project. [REDACTED], point person for the project, has over 30 years of organizational development experience and has served as an executive director for a nonprofit organization. According to the narrative, [REDACTED] has developed project-based programs for K-5 students

and has extensive knowledge of strategic planning, policy and process development, and nonprofit governance matters (Pg. e44). [REDACTED] is the school's Education Consultant and Curriculum Developer. [REDACTED] is the CEO of her own company and has served on the National Board of Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories. She has also led the Expeditionary Learning Schools in implementing online systems, accountability measures and growth initiatives across a network of over 150 charter, public and private schools (pg. e43). [REDACTED] brings his strong background in business management to the team. Over the past 7 years, he has worked with charter schools in Hawaii, guiding them in their governance decision-making processes. His area of expertise includes accounting, audit processes, risk management, budgeting, and strategic planning (Pg. e45). [REDACTED] Inciong has background in academic management and has been a Hawaii Department of Education educational specialist and an administrator within the Hawaii Department of Education's Superintendent's Office (Pg. e46). Lastly, [REDACTED] has over 20 years of experience in managing multi-faceted and complex contracts.

Weaknesses:

No statement of non-discrimination was included in the submission.

Reader's Score: 21

Sub Question

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).**

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The applicant provides a clear picture of members' strengths as it relates to the project. [REDACTED], point person for the project, has over 30 years of organizational development experience and has served as an executive director for a nonprofit organization. According to the narrative, [REDACTED] has developed project-based programs for K-5 students and has extensive knowledge of strategic planning, policy and process development, and nonprofit governance matters (Pg. e44). [REDACTED] is the school's Education Consultant and Curriculum Developer. [REDACTED] is the CEO of her own company and has served on the National Board of Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories. She has also led the Expeditionary Learning Schools in implementing online systems, accountability measures and growth initiatives across a network of over 150 charter, public and private schools (pg. e43). [REDACTED] brings his strong background in business management to the team. Over the past 7 years, he has worked with charter schools in Hawaii, guiding them in their governance decision-making processes. His area of expertise includes accounting, audit processes, risk management, budgeting, and strategic planning (Pg. e45). [REDACTED] Inciong has background in academic management and has been a Hawaii Department of Education educational specialist and an administrator within the Hawaii Department of Education's Superintendent's Office (Pg. e46). Lastly, [REDACTED] has over 20 years of experience in managing multi-faceted and complex contracts.

Weaknesses:

None noted.

Reader's Score: 2

- 2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

Sub Question

Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The applicant provides a clear picture of members' strengths as it relates to the project. [REDACTED], point person for the project, has over 30 years of organizational development experience and has served as an executive director for a nonprofit organization. According to the narrative, [REDACTED] has developed project-based programs for K-5 students and has extensive knowledge of strategic planning, policy and process development, and nonprofit governance matters (Pg. e44). [REDACTED] is the school's Education Consultant and Curriculum Developer. [REDACTED] is the CEO of her own company and has served on the National Board of Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories. She has also led the Expeditionary Learning Schools in implementing online systems, accountability measures and growth initiatives across a network of over 150 charter, public and private schools (pg. e43). [REDACTED] brings his strong background in business management to the team. Over the past 7 years, he has worked with charter schools in Hawaii, guiding them in their governance decision-making processes. His area of expertise includes accounting, audit processes, risk management, budgeting, and strategic planning (Pg. e45). [REDACTED] Inciong has background in academic management and has been a Hawaii Department of Education educational specialist and an administrator within the Hawaii Department of Education's Superintendent's Office (Pg. e46). Lastly, [REDACTED] has over 20 years of experience in managing multi-faceted and complex contracts.

Weaknesses:

A statement of non-discrimination was not included in the submission.

Reader's Score: 19

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The management plan is strong and focuses on ensuring that IMAG is fiscally viable and organizationally sound so that once school is opened, focus can shift to student achievement and growth. There are six members of the project management plan who are charged with providing oversight of the education plan, establishing organizational processes, ensuring appropriate documentation is created and disseminated, securing and preparing the facilitation of hiring key personnel, recruiting skilled board members, and managing the school's finances (Pg. e184). Also included in the management plan is a detailed outline of tasks (objectives) to be accomplished, timelines, outside dependencies, milestones and reporting products. The plan is predicated on Task Forces around the Education Plan, Organizational Processes, Documentation, Facilities Readiness, Personnel and Hiring, Board Capacity Building and Financial Management (Pp. e185-193). [REDACTED], the proposed School Director will work full-time to implement the plan and has already created by-laws, organizational charts, governing board descriptions, and descriptions for the school's performance framework (Pg. e51).

IMAG will be managed by a team made up of the Governing Body, School Director, Advisors and an Advisory Board. Another key stakeholders is The IMAG Foundation.

Weaknesses:

Although there will be a team effort to implement the proposed design, it appears that the bulk of pre-opening activities will be managed by [REDACTED]. There is a concern that this may be too much for one person.

Reader's Score: 14

Selection Criteria - Existence & Quality of Charter or Performance Con.

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

The applicant included a copy of a charter contract template (Pp. e112-129), which outlines how the state will analyze student performance pursuant to Hawaii's assessment system.

Weaknesses:

The applicant does not yet have a charter or performance contract with its authorizer. "IMAG Academy is in the process of applying for a charter approval with the Hawaii Public Charter School Commission, its state's authorizing public chartering agency" (Project Narrative – Pg. 33). The applicant did not indicate where they are in the application process with the Hawaii Public Charter School Commission.

Reader's Score: 7

Sub Question

1. The Secretary considers--

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The applicant included a copy of a charter contract template (Pp. e112-129), which outlines how the state will analyze student performance pursuant to Hawaii's assessment system. IMAG's assessment measures align with many of the state's performance objectives.

Weaknesses:

The applicant does not yet have a charter or performance contract with its authorizer. "IMAG Academy is in the process of applying for a charter approval with the Hawaii Public Charter School Commission, its state's authorizing public chartering agency" (Project Narrative – Pg. 33). The applicant did not indicate where they are in the application process with the Hawaii Public Charter School Commission.

Reader's Score: 4

2. The Secretary considers--

Sub Question

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The applicant included a copy of a charter contract template (Pp. e112-129), which outlines how the state will analyze student performance pursuant to Hawaii's assessment system. IMAG's assessment measures align with many of the state's performance objectives.

Weaknesses:

The applicant does not yet have a charter or performance contract with its authorizer. "IMAG Academy is in the process of applying for a charter approval with the Hawaii Public Charter School Commission, its state's authorizing public chartering agency" (Project Narrative – Pg. 33). The applicant did not indicate where they are in the application process with the Hawaii Public Charter School Commission.

Reader's Score: 3

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

- 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).**

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State s charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The applicant group seems to have a firm understanding of state and local laws and regulations governing charter school operations in Hawaii (Pp. e49-50). The authorizer allows each charter school the flexibility in planning, designing, and implementing its vision, mission, educational programs and instructional practices. Each governing board is empowered to negotiate a sound charter contract with the authorizer and is responsible for financial, organizational and academic oversight.

Weaknesses:

None noted.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

- 1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)**

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies
- (b) Students with disabilities
- (c) English learners

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

Based on School Status and Improvement Reports, it is projected that at capacity, IMAG will service 192 English Language Learners (Pg. e64/49).

Weaknesses:

The proposed school will serve kindergarten students and grades 7-8 in year one. It would be helpful to see projected number or percent of English Learners to be served in year one and beyond.

Reader's Score: 2

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

None noted.

Weaknesses:

The applicant did not respond to this Priority.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

The applicant provided data showing that 30-40% of kindergarten students will not have attended a formal educational setting upon entering IMAG. Therefore, the school will provide a transition program for all new students to the school in July and will incorporate project-based learning activities for students and parents (pp. e64-65/49-50).

Weaknesses:

The applicant did not provide details on how they will serve this population, especially using the Nature focus.

Reader's Score: 1

Status: Submitted

Last Updated: 11/06/2015 02:20 PM