

Appendix D, Charter Schools Opting for SIPs

Carinos Charter School

714 Calle Don Diego, Espanola, New Mexico

School Demographics

		2016-17 Economically Disadvantaged
School Type and Grades Served	2016-17 Title I School	
Elementary/Middle	Yes	Yes
Grades K-8		
 Primary Service Type	 Charter School	 Special Education
K-12 General Education Dual Language Program	Yes	Yes
		 Bilingual Education
		Yes

Year 2016-2017	Year 2017-2018
Grade F	Grade F

Needs Assessment

The Needs Assessment requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets for the coming school year in context of the school's greatest strengths and needs. Our school grade of F requires that specific interventions begin towards school improvement. Our Dual Language Program provides instruction in English and Spanish. Teachers will spend the school year desegregating and preparing student intervention plans with specific goals and objectives for specific student needs. Teachers test all students grades K--8 with MAPS at the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) and prepare student intervention plans for specific academic needs. PARCC score results for Carinos are significant. Professional Development for teachers is a priority in the area of Common Core Standards in both English and Spanish, Development of Smart Goals, SAT process, Differentiated Instruction, How to teach the disadvantaged student, ELL strategies, ELD and Math strategies. Carinos Charter needs to establish PLC meetings that allow teachers collaboration time for sharing intervention strategies. Staff meetings are needed to share data and interventions that work with disadvantaged students who are at risk.

Planning and Problem Solving for Implementation

Planning and Program Solving for Implementation allows the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals.
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers
- Select high-priority barriers they want to address
- Design implementation and monitoring plans for strategies to resolve selected barriers
- Determine how they will monitor progress toward each goal

Differentiated Accountability

Differentiated instruction is a district need. Need according to performance data, provided to districts and schools in order to improve student outcomes. Through a data-driven planning and problem-solving process, teachers collaborate with district leadership to design, implement, and refine their academic goals.

Differentiated Accountability Turnaround and Monitoring Status

- F Grade- A school with a status of " F" requires monitor and implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.

Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision—The Mission of Carinos Charter School is to promote academic achievement through a Dual Language 50/50 Model for grades K-8 “at risk” students in the Espanola Valley.

b. Provide the school's vision statement

That all students will learn two languages-English and Spanish

2. School Environment a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school utilizes various holidays or community events to identify and celebrate their local culture. For example, the school hosts an annual holiday performance in which they invite parents to join their children for a holiday feast within the school and to watch their children perform local dances and songs. Families are encouraged to bring their favorite cultural dish and children share about their community tradition and how they may celebrate. Also, Fine Arts are integrated in all Dual Language classes to provide learning opportunities for students in their local culture arts and crafts. An end of year “Arts and Crafts” fair similar to the community Arts and Crafts Fairs will be held to demonstrate student fine arts.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Various administration and staff are assigned at multiple duty posts throughout the school on a daily basis. We maintain consistency with the individuals at each post to allow the staff the opportunity to get to know the students and develop a relationship with them by seeing them daily. Also, we escort all non-school personnel throughout the school for visits and conferences to maintain security. This helps to provide a safe and secure environment for all students. In addition to these procedures, we have enacted a closed campus where all gates and doors are locked during the school day. All visitors must enter the school building through the front office where an Identification badge is required to enter the building. Each day a student is picked up the adult must first sign the student out in the front office and carry an official “early release pass” to the child’s classroom. If the adult doesn’t have the pass he/she must go to the front office and present their photo identification prior to allowing release of a student. If the receptionist doesn’t recognize this person she checks the student's record against the person's id. If all is clear she gives the person a permission slip to pick up the student. The adult presents this slip to the original person for pickup. If an adult picks up a student at the front desk and the receptionist is familiar with them, photo id isn’t necessary. However, if the receptionist is unfamiliar with the adult or someone other than the receptionist is at the front desk, photo id is required.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At the beginning of each school year all students, parents, and staff are provided with a student handbook which clearly specifies protocols for disciplinary incidents and consequences for various infractions that may occur. School staff is instructed to review these protocols at the beginning of each year. Parents and students must read and sign a document stating that they have read and understand policies and expectations. Teachers also post classroom rules and expectations within each classroom and discuss and review these as needed throughout the school year. Accountability is handled through a Disciplinary Action Form filled out by all parties involved with the implementation of discipline as well as parent and student. In most cases, students are asked to fill out a “Think Sheet” to allow the student cognitive process of their action.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has one guidance counselor who works with students to provide counseling, mentoring, and various other services as needed. The counselor meets individually with students, set goals, track progress, and reward positive behavior. Also, the counselor will contact any additional personnel or agencies that may be necessary to meet the needs of each student. Students who have an IEP and require social work or social emotional support from a psychologist meet with a certified Social Worker or Psychologist as established by their IEP. Carinos Charter will work with El Centro Health Centers to originate our own Community Based Health Center.

Our school has also established a mentoring program. It involves members of our staff. They are assigned individual students who they visit bimonthly. During this visit they play educational games, teaching them a skill they, themselves, know how to do, encourage them in their school work, etc. They serve as a big brother or big sister to them

3. Early Warning Systems

a. Early warning system

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	0		0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

B. Family and Community Engagement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan

a. Will the school use its Parent Involvement Plan to satisfy this question?

Yes

1. Parent Involvement Plan

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

Title I Parent Night involves all parents and its goal is to increase awareness of all Title I student programs and activities.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parents and community members are invited and encouraged to become active members of the Parent Advisory Council and provide input in the development of all plans related to school improvement.

C. Effective Leadership

1. School Leadership Team

a. Members

Identify the name, email address and position title for each member of the school leadership team

- Mr. Vernon Jaramillo- Chancellor-Principal/Counselor
- Ms. Bernice Life-Vice Principal-Director of Special Education, Bilingual Education, and Federal Programs, Test Coordinator, NMTEACH Observer, Title I
- Ms. Neila Artieda- Special Education Teacher
- Ms. Cindy Maestas- Grades K,1,2,3,4 English Component Teacher
- Ms. Melva Trujillo- Grade K, 1,2,3,4 Bilingual Component Teacher
- Ms. Nora Martinez- Grades 5,6 English/Bilingual Teacher
- Mr. Anthony Jaramillo- Grades 7,8 Bilingual Teacher



Vernon Jaramillo	Chancellor/Principal
	Guidance Counselor
Bernice Life	Vice-Principal/Special Education Director/Fed Programs
Jennifer Lucero	Office Manager

b. Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our school based leadership team is comprised of three individuals which includes our Chancellor who also works as the school counselor as well as Principal. The Vice Principal, Bernice Life, who works as the curriculum coordinator, Special Education and Federal Programs Coordinator and a part-time Title I teacher. The Chancellor and Vice Principal work together to provide overall coordination and supervision for the daily school activities. The Office Manager works directly with the principal and assistant principal to assist with the daily function of the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school uses school wide short cycle assessments (MAP and Istation), and create progress monitoring as well as State assessments (PARCC) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff.

Title I, provides funding and support for professional development activities, parent involvement activities, technology needs, etc.

Title II, these funds support professional development activities for instructional staff, class size reduction, and technology activities.

Nutrition Programs-Carinos Charter School participates in the free breakfast and free lunch programs.

Fine Arts- The school utilizes the Fine Arts Grant to support fine arts as they are integrated in the bilingual education of social studies.

Bilingual Education-Carinos Charter participates in a Dual Language Program. Emersion of Spanish is implemented for 50% of the day and English emersion is implemented 50% of the day. English Language Arts, and Math are instructed in English. Spanish Language Arts, Science, and Social Studies are implemented in Spanish..

Special Education- IDEA- supplemental funds for providing special education services to students.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The principal makes sure that each teacher participates in PLC (Professional Learning Community) meetings four times a month to allow for peer collaboration and instructional planning. Also, beginning this year, 2016-17, PLC meetings desegregate data from short cycle assessments and prepare student intervention plans for each child who scores in the lower 25%ile on short cycle assessment. Staff meetings are held twice a month to collaborate planning and instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Chancellor hires teachers certified in high-need areas and provides opportunities for professional development to encourage ongoing high-quality instruction. Teachers at Carinos Charter School are required to meet the criteria for Bilingual Education (Spanish component Teacher) and TESOL endorsements for teachers who work with ELL and ELD students.

3. Describe the school's mentoring program

All students at Carinos are assigned to a staff member for mentorship opportunities. All staff meet with students at a scheduled Mentor period once a month to play games, visit, mentor students assigned to them.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Common Core standards

Teacher personnel meets with the curriculum coordinator to select instructional materials that are aligned to common core standards.. Teachers are instructed to carefully coordinate their lesson plans to align with the specified common core standards. Training has been provided to staff on Common Core Standards and how to provide lessons for learning and scoring higher on PARCC

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school will be creating their own progress monitoring assessment tools for ELA and math. Teachers will utilize the data from these assessments to guide their differentiated instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

New Mexico State Assessment results (PARCC) for ELA and Math along with Standards Based Assessment in (Science) results will be used from each site for each academic year as base-line data to target low performing students, and to refine, improve and strengthen the program. Student scores for BOY, MOY, and EOY will be collected by the Principal. Scores will be downloaded by the teacher and will be used to further assist students that are struggling in academic areas and are at risk of retention. Adjustments and intervention strategies will be made and implemented as needed at each site to ensure students are progressing in school. Dropout Prevention will be assessed through reported grade promotion in the student information system. Participation in family literacy activities will be assessed through school and community-based sign in sheets. Family literacy skills will be assessed with surveys. Analysis for these objectives will be made in August, December, and April.

Observations at the beginning of the program will be used to drive the instruction during the program. The teacher will input all results into the data collection sheet in a timely manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/ adjusted based on analysis of data as needed. The Principal and teacher will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The teacher will prepare a final report.

School Improvement Goals

Strategic Goals Summary

The percentage of students scoring at proficiency in math and ELA will increase one academic year from the previous year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for

Annual Target

monitoring progress toward the goal.Indicator

ELA/Reading

Math

Targeted Barriers to Achieving the Goal

- Learning to work within the new school environment and school site
- Learning to use our combined classes curriculum as a guide instead of the only source
- Providing accommodations for students with disabilities within the gen. ed. classroom

Resources Available to Help Reduce or Eliminate the Barriers

- Teachers will utilize Treasures Reading series along with Envision Math Series
- RTI planning and support
- READS TO LEAD support for K-3 teachers
- Funding and professional development resources
- Planning sessions for teachers and support staff.

Plan to Monitor Progress Toward Goal 1.

District created progress monitoring

Person Responsible

Teachers

Schedule

Istation testing monthly grades K-3 and 3 times a year for grades 4-8 BOY, MOY, EOY

Evidence of Completion

End of year reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key**Strategy Rationale**

To provide teachers with the opportunity to work together, brainstorm, and create a unified front when educating their students.

Action Step 1

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Common Core Standards.

Person Responsible

Admin

Schedule

Bi-Weekly, from 8/12/17 to 5/30/2018

Evidence of Completion

Leaders will submit a list of teachers who attended grade level meetings to create unit assessments in math.

Plan to Monitor Fidelity of Implementation

Short Cycle Assessments throughout the year

Person Responsible

Admin

Schedule

Weekly, from 8/12/2017 to 5/30/2018

Evidence of Completion

End of the year District created progress monitoring and FSA results

Plan to Monitor Effectiveness of Implementation

School created progress monitoring and short cycle assessment results

Person Responsible

Admin

Schedule

On 5/30/2018

Evidence of Completion

End of the year district created progress monitoring and FSA results

Strategy Rationale

Provide teachers with research based, vetted resources to enhance the curriculum to ensure Common Core standards are being taught.

Action Step 1 5

The teachers will attend workshops and be able to purchase materials to enhance the curriculum.

Person Responsible

Admin

Schedule

On 5/30/2017

Evidence of Completion

Lesson plans will be checked for evidence.

Plan to Monitor Fidelity of Implementation

Unit assessments and district created progress monitoring

Person Responsible

Teachers

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of year progress monitoring and short cycle assessment scores

Plan to Monitor Effectiveness of Implementation

District create progress monitoring

Person Responsible

Admin

Schedule

On 5/30/2017

Evidence of Completion

End of the year district created progress monitoring, short cycle results

Providing accommodations for students with disabilities within the gen. ed. classroom

Provide opportunities for general education teachers to have professional development for creating and implementing accommodations and modifications for students with disabilities being placed in general education classrooms.

Strategy Rationale

As the state requires students with disabilities be placed in general education classrooms it is imperative the general classroom teacher be trained on providing, acquiring, and daily putting into place accommodations and modifications for these students.

Action

Professional development opportunities for general classroom teachers on accommodations and modifications for students with disabilities.

Person Responsible

Admin

Schedule

Quarterly, from 8/12/2017 to 5/30/2018

Evidence of Completion

The teacher will provide copies of accommodations and modifications established for their students with disabilities.

Plan to Monitor Fidelity

Unit tests and district progress monitoring

Person Responsible

Admin

Schedule

Biweekly, from 8/12/2017 to 5/30/2018

Evidence of Completion

End of year District progress monitoring and short cycle scores

Plan to Monitor Effectiveness of Implementation

District progress monitoring and short cycle results

Person Responsible

Admin

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

End of year progress monitoring and short cycle assessment results

Professional development opportunities identified in the teachers as action steps to achieve the school's goals.

The percentage of students scoring at proficiency in math and ELA will increase from the previous year.

Learning to work within the guise of our new school environment

Provide ample planning time in order to foster support among subject related team members (i.e. math teachers and ELA teachers).

PD Opportunity

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of PEC

Facilitator

Bernice Life

Participants

Elementary and Middle

School teachers

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Learning to use our curriculum as a guide instead of the only source

Provide professional development opportunities in order to seek out resources which will enhance the current curriculum.

PD Opportunity

The teachers will attend workshops and be able to purchase materials to enhance the curriculum.

Facilitator- Principal/Vice Principal

Participants

Teachers

Schedule

On 5/30/2018

VII. Budget

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of

	\$0.00		
		The teachers will attend workshops and be able to purchase materials to enhance the curriculum.	
		Professional development opportunities for general classroom teachers accommodations and modifications for students with disabilities.	
			Total: \$0.00

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	Midyear report, EOY report, 2017-18	
	I-A.00 to 01					
Specific Performance Indicator in Need of Improvement		School Grade				
		Midyear Data				
		PARCC Test Results				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To submit a school improvement plan.	A school improvement plan has been developed to be approved by the Governing Council and to be implemented in AY 2017-2018.	BOY,MOY, EOY data during AY 2017-2018	Administrator, Governing Council, teachers, staff	Documentation – reports Student assessment data	Review of documents/reports according to individual item deadlines	
Compile midyear data	To give all students assessments (PARCC, NWEA, iStation, ODLA, WIDA), compile the data, develop midyear reports, and analyze results for teaching students. Schedule intervention groups as needed.	BOY data review by Oct. 2017. Compile MOY data by 1-10-2018. EOY data by June 2018.	Administrator and teachers	Compile midyear report in January 2018 and EOY report in June 2018.	Complete midyear data report in January 2018, EOY report in June 2018.	

PROPOSED: PEC Charter School Improvement Plan (SIP)

<p>Goal Setting</p>	<p>To establish interim assessment achievement goals using assessment data. Initial goals set using 2016 EOY data during summer 2017, to be revised using 2017 BOY results. Initial goals: 1) iStation: 65% of the students in grades K-3 will make one year's growth in reading as measured by the iStation Reading Assessment at EOY. 2) 80% of the students to make 10% growth on the ODLA from pre- to post-test. 3) Math goal to be determined based on NWEA and iStation math BOY assessments in October 2017. In previous years, the DIBELS Math assessment was used. 4th grade is new this year and the NWEA test is new, results not available as of this SIP.</p> <p>Parents did view BOY iStation reading test results on 9-22-17. Staff has been viewing & discussing BOY iStation reading data on 9-22-17 and on 9-27-17. Other BOY test results will be shared as obtained. Relevance of assessments will be reinforced with parents and staff.</p>	<p>Analyze BOY data to set goals, use MOY data for goals by 1-12-2018</p>	<p>Administrator and teachers</p>	<p>Review goals at the completion of each interim testing: iStation, NWEA, ODLA</p>	<p>Complete midyear data report in January 2018, EOY report in June 2018.</p>	
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PROPOSED: PEC Charter School Improvement Plan (SIP)

Practice for 3 rd and 4 th grade PARCC Math and ELA using sample tests; inform parents of test relevance	To work toward the Charter PARCC Goal: 3 rd grade to outperform grade level cohorts in CCSD by at least 10% in Math and ELA -Review results of 2017 PARCC test -Start current 3rd and 4 th grades on review of sample PARCC tests	Analyze PARCC results for midyear report & fall intervention groups	Administrator and teachers	Review interim assessment results from iStation and NWEA assessment. Review and analyze 3 and 4 grade student performance on sample PARCC test. Schedule interventions based on sample PARCC test performance.	submit data and goals to PED by midyear, and at EOY	
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Name of Charter School	Dream Dine			School State ID Number	559001	
Head Administrator	Quintina Deschenie			School Year	2017-2018	
Governing Board Approval Date	9-28-2017			Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	By BOY, MOY, EOY	
	I:A.02 Attendance					
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/Did Not Meet
To collect, compile and analyze	To meet the goal re: Beginning in the first year (2014-15), Dream Diné will meet the NM State attendance rate expectation for	August, 2017 to	Administrator, office manager, and	Attendance reports: mid-year and EOY	Decreased letters and warnings	

PROPOSED: PEC Charter School Improvement Plan (SIP)

attendance data for midyear and EOY.	each academic year of the charter term. -Collected and compile student attendance data beginning August 9. -Send notices to parents whose children violate attendance policy.	EOY	teachers	Notices and letters sent to parents		
Attendance incentives	High attendance notice in school newsletter, monthly assemblies to reward attendance with incentives	Start in October 2017	Administrator, office manager	# of students w/ no absences vs. those w/ absences; decreased percentages of absences. documentation	attendance rate	
After-School Program	Develop position description, advertise & hire position; implement program	Start in Nov.2017	Administrator, staff	Tutoring assistance to be provided, documentation	attendance rate	
Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	BOY, MOY, EOY Activity and Reports; PAC and GC minutes	
	III-A.00					
Specific Performance Indicator in Need of Improvement	Educational Plan					
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Professional	To maintain an annual PDP Plan. PDP Plan is kept on school google drive and is	Initiated in August	PDP Team	Document and compile report	Provide monthly report to GC	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Development Plan (PDP)	reviewed weekly by a PDP team. PDP scheduled according to school mission, student assessment data needs, teachers' needs.	2018 for AY 2017-2018			Collection of evidence to gauge success of PDP.	
Parent Advisory Committee	To establish a PAC. Monthly PAC meetings will be held. Parent Meeting to elect officers for AY 2017-18. PAC meeting schedule to be developed for AY 2017-18 by 10-9-2017.	Held on 9-22-17, monthly thereafter	Administrator/Parent committee	Documentation with agendas and minutes	Standing item on GC agenda	
Mixed-Grades Model	To utilize multi-grades. Multi-grade Amendment form approved by Governing Council on 9-29-2017. Classes are assigned based on factors including: teacher experience, enrollment, budget, space, resources	School started August 9, 2017	Administrator, Governing Council, teachers	Documentation	Class schedule, Student achievement data	
Teachers and Educational Assistant Credentials and employment documents	To maintain required documentation and licensure for teachers, EAs and other staff. The teachers and EAs must have licensure, background checks, other necessary documents and a PDP in place.	Initiated in August 2017.	Administrator, Business Manager	Employment file documentation	Required documents on file	

Name of Charter School	Dream Dine	School State ID Number	559001
Head Administrator	Quintina Deschenie	School Year	2017-2018

PROPOSED: PEC Charter School Improvement Plan (SIP)

Governing Board Approval Date		9-28-2017		Submission Date		9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	Daily schedule for AY 2017-2018, BOY, MOY, EOY Retention Data, MOY, EOY	
		III-A.01 Daily schedule, Retention					
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet	
To provide a daily schedule that includes 30 minutes for lunch	Beginning August 9, 2017, the students have been served according to a daily schedule that offers 30 minutes for lunch	8-9-2017 to EOY	Administrator and teachers	Posted and shared daily schedule	Daily schedule document		
To document retained students and communication to their parents	Utilizing the parent teacher conferences, RTI/SAT process, assessment analysis, students requiring remediation will be provided interventions and their parents will be notified of concerns during PT conferences, SAT meetings and by letter.	8-9-2017 to EOY	Administrator and teachers	Compilation of retention identification, notice to parents and report to NMPED at mid-year and EOY.	Retention reports with accompanying documentation.		
Name of Charter School	Dream Dine			School State ID Number	559001		

PROPOSED: PEC Charter School Improvement Plan (SIP)

Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)		Academic		Deadline for Charter School to Demonstrate Improvement	BOY, End of October 2017	
Specific Performance Indicator in Need of Improvement		III-A.02 Education Plan-School Schedule, Student Residency, RTI/SAT process, McKineey Vento policy, process, notice				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To develop a schedule that does not include prayer	The daily schedule for AY 2017-2017 does not include reference to prayer.	August 9, 2017 to EOY	Administrator	Daily Schedule posted	Daily Schedule	
To assure all students are NM residents.	Each family enrolling a child must submit proof of residence, which is verified by the office manager & kept in the students' files.	August 9, 2017 to EOY	Administrator, office manager, parents	Documentation in student files	Review documentation verifying NM residence	
To ensure the RTI /SAT Process includes parental	Students identified in the RTI process must have teacher completed forms. The review process will include parental involvement.	August 9, 2017 to EOY	Administrator, teachers, parents	Documentation for RTI process	Review documentation for RTI process	

PROPOSED: PEC Charter School Improvement Plan (SIP)

involvement.						
To provide McKinney Vento Complaint Policy & Dispute Resolution Process	Students and their families will have access to a McKinney Vento Complaint policy and dispute process,	By Oct 18, 2017	Administrator, Governing Council	Documentation of McKinney Vento Complaint Policy & Dispute Resolution Process	Review documentation	
To provide public notice of the McKinney Vento LEA Liaison	Students, families and staff will be informed the school administrator is the McKinney Vento LEA liaison via school newsletter, posting at school and school website	By Oct. 2, 2017	Administrator	Documentation and posted information	Review documentation	
To identify how the McKinney Vento public notices of rights is disseminated.	Students, families and staff will be informed of the McKinney Vento notice of rights by the school newsletter and by public posting at the school.	By Oct. 18, 2017	Administrator	Documentation and posted information	Review documentation	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	End of October 2017
		III-A.04 WAPT and WIDA SCores				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To ensure that WAPT and WIDA scores are contained in applicable student files.	WAPT and WIDA scores will be placed in each applicable student file.	August 9, 2017 to EOY.	Administrator and office manager	The student files will be reviewed for contents to include the WAPT and WIDA scores.	File Contents to be reviewed	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Diné		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
Specific Performance Indicator in Need of Improvement		III.A-05 Compulsory attendance law compliance			September 2017, AY 2017-2018	
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To comply with Compulsory Attendance laws	To send out warning letters to parents of students before 5 day and 10 day absence accumulations.	August 9 to EOY	Administrator and office manager	documentation of attendance records review and copies of letters or notices sent	Review of documentation	
	To contact parents with intervention strategies or referrals to appropriate resources, i.e. children's court, juvenile probation	August 9 to EOY	Administrator and EOY	documentation of attendance records review and copies of letters or notices sent	Review of documentation	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Diné Charter		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	40-80-120 day reporting in AY 2017-2018
		III-A.06 Enrollment				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To meet recurrent enrollment goal.	The projected enrollment for AY 2017-2018 is 35. New enrollees that meet state requirements will be enrolled as requests received.	40 th Day count	Administrator, Parents, Teachers	Stars Report	Review of Stars Report	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-29-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	Monthly in AY 2017-2018	
			V-A.00 Governing Council Members			
Specific Performance Indicator in Need of Improvement						
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To ensure the governing body is aligned with the charter contract	To ensure the Governing Council continues to maintain its designated membership number, GC will follow its bylaws.	Year-round; 2017-2018	Administrator and Governing Council	Meeting minutes, recruitment of members, compliance with bylaws	Meeting minutes, membership log	

PROPOSED: PEC Charter School Improvement Plan (SIP)

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Name of Charter School		Dream Dine			School State ID Number		559001
Head Administrator		Quintina Deschenie			School Year		2017-2018
Governing Board Approval Date		9-29-2017			Submission Date		9-29-2017
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement		AY 2017-2018
				V-A.01 Administrator Evaluation			
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet	
The governing council will conduct its written annual evaluation of the head of school.	The school administrator must submit the completed annual written evaluation of the head of school to NMPED. The annual evaluation was conducted on 7-20-2017.	Upon evaluation completion in AY 2017-2018	Administrator and Governing Council	Annual written evaluation will be compiled and submitted to the school head administrator who will submit it to the NMPED	Documentation review		

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-29-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational)		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement Throughout AY 2017-2018	
Specific Performance Indicator in Need of Improvement				VI-A.00 Employee licensure		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To ensure students are with a licensed teacher for the entire day.	To ensure there is a licensed teacher or a teacher pursuing alternative licensure that is with the students all day. Review file info, confirm needed steps with teachers pursuing alternative licensure.	AY 2017-2018	Administrator and teachers	File documentation, PDP documentation	Review of files, Stars reporting	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement AY 2017-2018, BOY, MOY, EOY	
				VI-A.02 Employees, background checks		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To ensure teachers, education assistants, Americorps, volunteers, and staff have background checks.	To inform new hires and others of the need for background checks and to ensure the documents are received and filed. Follow school employment policy.	AY 2017-2018	Administrator, office manager, teachers and staff	Employee files to contain current background checks	Review of employee files	

PROPOSED: PEC Charter School Improvement Plan (SIP)

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Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	Some items require year-long documentation, others can be resolved by the end of October 2017.
				VII-A.01 Emergency drills; child abuse & neglect course; safe school plan		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To provide students and staff with monthly emergency drills	School leader will ensure that monthly emergency drills are provided for students and staff	AY 2017-2018, Monthly	Administrator and office manager	Emergency drill log will be kept and updated	Documentation review	
To ensure required staff complete the	School leader will ensure that required staff complete the child abuse, neglect & detection course	By end of October	Administrator and office manager	A log of completed certificates for teachers, EAs, and other staff will be	Documentation review	

PROPOSED: PEC Charter School Improvement Plan (SIP)

child abuse, neglect & detection course	and that certificates of completion are in the staff files	2017		kept on file		
To ensure the school has a safe school plan	School leader will ensure that the safe school plan is filed with NMPED. The DDCS School Safety & Emergency Operations Plan was approved by the DDCS Governing Council on 2-27-2017 and uploaded to the WebEPPS. Another check will be made with the School Health and Wellness Bureau.	By end of October 2017	Administrator and office manager	The DDCS School Safety & Emergency Operations Plan will be checked for compliance	Documentation review	
To Submit safe school assurances timely	The Safe School assurances on Web EPPS for 2016-2017 indicates accepted and Meets requirements as of May 8, 2017.	AY 2017-2018	Administrator	The Safe Schools Assurances will be checked for compliance.	Document review	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		Dream Dine		School State ID Number	559001	
Head Administrator		Quintina Deschenie		School Year	2017-2018	
Governing Board Approval Date		9-28-2017		Submission Date	9-29-2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	BOY-MOY-EOY test results in AY 2017-2018; PD schedule by Fall 2017
		School Specific Terms re: DIBELS Next				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
To develop a proposed DIBELS Next indicator.	The DIBELS Next EOY Assessment was reviewed during Summer 2017. The iStation Mth assessment will be used in AY 2017-2018. Results of BOY testing will be reviewed on 9-29-17. Interventions will be scheduled thereafter. The math results from NWEA for 4 th grade have not yet been made available. Professional	Sept. 2017 – EOY.	Administrator and teachers	Monthly iStation Math test results NWEA Math test results SAT meetings	Results of intervention sessions, NWEA an iStation assessments PD evaluation and application of learning by teaching staff	

PROPOSED: PEC Charter School Improvement Plan (SIP)

	development for teachers and EAs will be scheduled in Fall 2017 re: Math instruction. K-3 students will be scheduled into weekly iStation Math practice sessions depending on their tested Tier levels.					

Dream Diné
PROPOSED: PEC Charter School Improvement Plan (SIP)

21/27

Dream Diné Charter School, 559001

II. A.00:Operating Budgets

Requested documents:

Evidence to support timely submittal of operational budget information

Can provide email sent to budget analyst indicating day it was sent.

II-A.01:Audits:

Requested documents:

Evidence to support substantial compliance with timely submittal of audit information

**Documents were uploaded to auditors portal before the due date
an follow up email was sent to the auditor asking if any other information was needed for the audit. The auditors will indicate In their final
audit If items were not submitted timely to them.**

II-A.02:Periodic Reports

Requested documents

Evidence to support substantial compliance with timely submittal of required reports

**Can provide email send to the budget analyst with the date cash report was sent and a copy of the cash reporting indicating fund balance at end
of quarter.**

PROPOSED: PEC Charter School Improvement Plan (SIP)

II-A.03:Expenditures

Requested documents

Evidence to support substantial compliance with timely paying expenditures

we have processes In place that require the school to pay accounts payable weekly to insure there are no past due Invoices.

II-A.04:Reimbursements

Requested documents

Evidence to support substantial compliance in seeking reimbursements

Copies of the reimbursement request can be submitted to provide evidence of submittal date

II-A.05:Audit Reviews

Requested documents

Evidence of responding to audit findings in a manner sufficient to remedy the audit finding

A copy of the email sent to the auditors with the responses, can be provided

II-A.06:Meals

Requested documents

Evidence of managing food service contracts appropriately without audit findings

Audit report will be provided to insure there are no audit findings for management of food service contracts

PROPOSED: PEC Charter School Improvement Plan (SIP)

IV-A.00:Business Management & Oversight

Requested documents

Evidence of submittal of documentation related to the use of public funds, submittal of information required to conduct an annual audit, development of and adherence to sound internal control policies, development of and adherence to purchasing protocols

Emails and copy of the final audit will be provided

IV-A.01:Business Management & Oversight

Requested documents

Evidence of an unqualified audit opinion, an audit devoid of significant findings, an audit that does not include ongoing concern disclosure

a copy of the final audit will be provide as evidence.

**DREAM DINE' GOVERNING COUNCIL SPECIAL MEETING
Thursday, September 28, 2017—5PM
Dream Diné Office, Shiprock, NM**

Unofficial Minutes

- A. Call to Order – 5:15pm**
- B. Invocation – Tina**
- C. Roll Call- Conference call: Charlotte (staff), Sierra (GC), and Clarence (GC);
In-person: Tina (staff) and Telletha (GC)**
- D. Approval of Agenda- Motion to approve the agenda by Clarence and second
by Sierra (Vote 3-0).**
- E. Discussion and Action Items:**
 - a. Financial/School Budget BARS – Motion to approve BAR-0006-M and
BAR-0007-I by Telletha and second by Clarence (Vote 3-0).**
 - b. Multi Grade Amendment Request- Motion to approve the state
charter amendment request by Clarence and second by Sierra (Vote 3-
0).**
 - c. School Improvement Plan for AY 2017-2018- Motion to approve the
school improvement plan for 2017-2018 by Telletha and second by Sierra
(Vote 3-0).**
- G. Benediction- Telletha**
- H. Adjournment – Motion to adjourn by Sierra and second by Clarence (Vote
3-0).**

PERFORMANCE PLAN OUTCOME FOR ACADEMIC YEAR 2016-2017

In AY 2016-2017, Dream Diné Charter School provided daily instruction to 24 students in K-3 grades. The school started with two FT teachers, one teaching combined grades K-1 and the other teaching combined grades 2-3. The FT administrator was hired in mid-September 2016.

At the end of September 2016, the K-1 teacher resigned. The school business manager would not allow for the vacant teacher position to be filled due to the school enrollment being below the projected count (which resulted in budget payback to the state). The enrollment was 24 and the projected count was 45 in AY 2016-2017. After the K-1 teacher left, the school hired a substitute teacher but the business manager would not allow for the substitute to remain as a long term substitute so she was let go in November 2017 (due to anticipated budget payback to the state). After the substitute teacher left, there was one FT licensed elementary teacher covering all four grades K-3 for the remainder of the school year. The FT licensed teacher had been a reading interventionist at her previous school so she was very aware of how to group students and how to work with them.

Two education assistants and three AmeriCorps volunteers assisted the teacher. During the school year, the teaching staff was coached by a Reading coach and also by a Navajo language coach. The staff met weekly in Professional Learning Community group. Through the PLC the staff monitored student progress, reviewed the instructional grouping and determined the need for other academic interventions. The school also employed PT contract Special Education personnel who assisted with three students that had IEPs.

1. Reading, iStation, K-3

In AY 2016-2017, Dream Diné Charter School received instruction during a daily 90-minute literacy block. The literacy block involved reading to students, having students read independently and reading with students. It also included developing skills the school received a *Reads to Lead* grant that provided for a coach who came to the school regularly to observe in classes and to provide coaching to the staff. The reading coach also provided professional development, "Reading Academy", to all staff throughout the school year. Using results of monthly iStation assessment all students in the school were grouped by skills level for daily reading interventions. [iStation testing was new to the school in AY 2016-2017, as was the Reads to Lead grant.] The MacGraw Hill Wonders System/Texts were used for grades K-3 literacy instruction.

In 2016-17, 62% of the students made one year's growth in reading as measured by the iStation Reading Assessment.) The iStation reading assessment was given to students in grade K-3 to measure phonological awareness, phonics, vocabulary, comprehension and fluency.

2. Math, Dibels, K-3

Students received daily math instruction. Dibels Math testing was administered at BOY, MOY, and EOY. In 2016-17, 50% of the students showed growth in math as measured by the Dibels Math Assessment. Math intervention groups were scheduled during the school year. The Eureka Math texts were used for grades K-3.

4. Oral Diné Language Assessment (ODLA)

Dream Diné Charter School is a dual language school offering Navajo language instruction for ½ of the day daily. The goal was for 80% of the students to make 10% growth on the ODLA from pre- to post-test. In AY 2016-17, 98% of the students met this goal, which means the students exceeded the overall 80% goal. The ODLA measures receptive and expressive language skills. All staff received professional development on dual-language instruction, including sheltered instruction, through Dual Language Education of New Mexico throughout the school year.

5. Navajo Studies Units:

Included in the daily Navajo language literacy block are school-developed unit topics that are assessed on a school-developed assessment.

Goal: Students to pass each Unit Test with a score of 80%

K'é, Navajo Clans Unit

Kindergarten – 4 students, 25% met the 80% goal

First grade – 7 students, 23% met the 80% goal

Second grade – 6 students, 50% met the 80% goal

Third grade – 9 students, 44% met the 80% goal

Harvest Unit

Kindergarten – 4 students, 25% met the 80% goal

First grade – 7 students, 23% met the 80% goal

Second grade – 6 students, 50% met the 80% goal

Third grade – 9 students, 44% met the 80% goal

Késhjéé Unit

Kindergarten – 2 students, 0% met the 80% goal

First grade – 7 students, 43% met the 80% goal

Second grade – 5 students, 20% met the 80% goal

Third grade – 6 students, 33% met the 80% goal

Só Diné'é Unit

Kindergarten – 4 students, 100% met the 80% goal

First grade – 7 students, 86% met the 80% goal

Second grade – 6 students, 100% met the 80% goal

Third grade – 7 students, 100% met the 80% goal

6. Retention

Seven students were recommended to be retained. These students were reported on the Student Literacy & Retention/Promotion Data Collection form submitted to the

NMPED. Of the seven, the parents to one student agreed to have their child retained. Parents of the other six students waived the retention recommendation. In addition to the seven, two other students with IEPs were also recommended to be retained, and their parents agreed. Of the total 9 students recommended for retention, only three were retained, and only one returned to Dream Diné for the current year.

La Tierra Montessori School
PROPOSED: PEC Charter School Improvement Plan (SIP)

2/6

Name of Charter School		La Tierra Montessori School of the Arts and Sciences		School State ID Number		
Head Administrator		Christie A. Berg		School Year		2017-2018
Governing Board Approval Date		September 28, 2017		Submission Date		08-31-17
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
		x				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Intense Math focus through Foundational classwork, Montessori Math lessons, and family participation	<ol style="list-style-type: none"> 1. Provide after-school tutoring opportunities 2. Require Math Homework 3-5 x week 3. Adopt foundational Math program 4. Provide Math extension programs for accelerated learners 5. Create Montessori Math Time during each class schedule 6. Provide online resources for home and school use 7. Math Family Nights 	Sep 2017- May 2018	Christie Berg and K-7 Staff	Improved assessment scores in Math from BOY to EOY	Class Schedules Monthly Calendars Homework samples	

- School Improvement Plan (SIP) process pursuant to *Charter School Contract*-Section 4.03 (a)
- Timelines: 1) CSD Report on PF for schools-June 2) SIP to CSD/PEC-August 3) PEC Approves/Disapproves SIP-September
- **One (1)** Improvement Plan Template for **each** Performance Indicator identified as “Does Not Meet,” “Working to Meet Standard” or “Falls Far Below Standard”
- Outcomes of the charter school’s improvement must be evidenced with data
- Completion and evaluation of SIP results by CSD/PEC-May

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		La Tiera Montessori School of the Arts and Sciences		School State ID Number		
Head Administrator		Christie A. Berg		School Year		2017-18
Governing Board Approval Date		September 26, 2017		Submission Date		09-09-17
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
		X				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Intense Reading focus through foundational classwork, Montessori Reading lessons, and family participation	<ol style="list-style-type: none"> 1. Provide after-school tutoring opportunities 2. Require Reading Homework 5 x week 3. Adopt foundational Reading program, including online curriculum and hardcopy textbooks 4. Provide Reading extension programs for accelerated learners 5. Create Montessori Reading Time during each class schedule 6. Provide online resources for home and school use through the adopted school programs---Lexia, iStation 7. Family Literacy Nights 	Sep 2017- May 2018	Head Learner and K-7 Staff	Improved assessment scores in iStation and Lexia from BOY to EOY	Class Schedules Monthly Calendars Homework samples	

PROPOSED: PEC Charter School Improvement Plan (SIP)

- School Improvement Plan (SIP) process pursuant to *Charter School Contract*-Section 4.03 (a)
- Timelines: 1) CSD Report on PF for schools-June 2) SIP to CSD/PEC-August 3) PEC Approves/Disapproves SIP-September
- **One (1)** Improvement Plan Template for **each** Performance Indicator identified as “Does Not Meet,” “Working to Meet Standard” or “Falls Far Below Standard”
- Outcomes of the charter school’s improvement must be evidenced with data
- Completion and evaluation of SIP results by CSD/PEC-May



La Tierra Montessori School of the Arts and Sciences

Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

MINUTES

LTMAS GOVERNING COUNCIL MEETING:

Tuesday, September 26, 2017 @ 6 pm

La Tierra Montessori School
659 Roadrunner Rd.
Ohkay Owingeh, New Mexico

**Action Item(s)*

- I. The meeting was called to order at 6:18 p.m. by Julie Ann Hill-Clapp
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ron Martinez, Marcie Davis are all present. Ben Sandoval, absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager
- III. Approval of Today's agenda*- Marcia Brenden made a motion to approve the agenda, and Marcie Davis seconded. The motion passed unanimously 3-0.
- IV. Approval of minutes from 08/22/17 GC Meeting*- Marcia Brenden made a motion to approve the minutes and Ron Martinez seconded. The motion passed unanimously 3-0.
- V. Reports
 - a. Head Learner Report (**20 minutes**)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
- VI. Public Comment and Welcome guests – (**Each guest has 2 minutes**) Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.**-No Public comment

- VII.** Parent, Teacher Association Report (PTA) **(7 minutes)**-Brock Tice, acting PTA President reported that the monthly PTA meeting will be scheduled for every 3rd Wednesday of the month. At the next PTA meeting they will create a Nominating Committee for upcoming elections. There are about 18 registered members in PTA.
- VIII.** Old Business **(20 minutes)**
- a. Review of Policies and Procedures-Tabled
- IX.** New Business **(40 minutes)**
- A. Financial Report
- I. Discussion and Approval or BAR(s) and Financial Reports*-Tabled
- II. Finance Committee Report-Need to set up a date for a meeting soon.
- III. Audit Committee Report-The Financial Audit has still ongoing.
- IV. Add Stipend for Bilingual Coordinator*-Marcia Brenden made a motion to approve the stipend to be \$800.00 yearly and Ron Martinez seconded. The motion passed unanimously 3-0.
- V. Review and Discuss amendments to the contract*-Tabled, the GC would like samples of the amendments to approve next meeting.
- X.** Executive Session: The Governing Council may, if necessary, enter into executive session limited to discussions regarding personnel or facility matters, No action will be taken in executive session. **(In accordance with the NMSA 1978 Section 10-15-1 (H)2; Limited Personnel Matters; 10-15-1 (H)7 Litigation; 10-15-1; (H)8 Real Property and Water Rights the Board may enter into Executive Session. Matters discussed in the closed meeting are limited to those specified in the motion of the Governing Council and no action will be taken in executive session.)** -Entered into Executive Session at 8:06 p.m.
- *Executive Session: Roll Call Vote to Enter Executive Session:** Julie Ann Hill-Clapp, Marcia Brenden, Ron Martinez, Marcie Davis
- *Executive Session: Roll Call Vote to Exit Executive Session:** Julie Ann Hill-Clapp, Marcia Brenden, Ron Martinez, Marcie Davis
- XI.** Re-Entered Open Session at 8:48 p.m.
- XII.** Adjournment: Marcia Brenden made a motion to adjourn the meeting at 8:53 p.m. Marcie Davis seconded. The motion passed unanimously 3-0.