**neweagle**

**New Mexico Public Education Commission**

**Charter Schools Division**

**2016 New Charter School Application Kit**

**Part B. Executive Summary**

****

**Part B: Executive Summary**

This section should be two to three pages long and address in a narrative form the following points:

* Your proposed school’s name and a description of the charter school's projected students including key demographic data (academic performance, home languages, special populations) based on the local community or the school district in whose geographic boundaries the charter school applies to operate.
* Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
* Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if…the application is otherwise contrary to the best interests of the charter school’s projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
* The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
* How you project that the school will be more effective than the schools currently serving the charter school's projected students, or the founder(s)’ plans to improve student achievement and exceed the academic performance of these existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data you have to support this assumption.
* The founders of the proposed school, their background, and expertise.
* If different from the list provided above, the founding governing board.

**To complete the following form, click on the text box and begin to type.**

|  |
| --- |
| New Charter Application Executive Summary |
| The proposed Hozho Academy is located within the Gallup-McKinley County Schools school district (GMCS). According to the 2014-2015 district report card, GMCS is comprised of 11,975 students. 79% are American Indian, 14% Hispanic, 1% Asian and 5% Caucasian. There are 28% who are considered English Language Learners. Ninety percent are economically disadvantaged. Home languages include Navajo, English, and Spanish. Academic achievement is much lower than the state average. Reading proficiency for all students is 14.9% and 9.5% for math. 20.4% of students are proficient in science. These achievement rates are extremely low. Our students will be coming from the GMCS school district and they deserve and desire a better chance at success than they are currently being offered.  The GMCS school district is large and it is difficult to provide for the needs of such a diverse group of students. Currently, there is a generally uniform academic program being offered to students across the district. There are a limited number of charter schools in the school district, and only two currently in Gallup proper (a third will open next year). None of the charter schools in the district are providing the type of program we are proposing.  Our academic program is best defined as a Classical Liberal Arts curriculum. Classical education is time tested and upholds a standard of excellence. We believe that high standards and a rigorous curriculum, will provide students a complete education that will challenge them to excel both in learning and in character. Students graduate from Classical academies highly literate and excellent individuals, ready to become active and responsible members of their community.  HoAc will be supported in our development of a Classical Liberal Arts program by Hillsdale College’s Barney Charter School Initiative (BCSI). They currently support 16 successful charter schools across the nation and have put together a successful and cohesive curriculum for Classical schools. There is one other BCSI-supported school in New Mexico—Estancia Valley Classical Academy (EVCA). Based on the most recent PARCC assessment, EVCA scored well above the state average in most areas and grade levels. To list a few examples, the EVCA percent proficiency for third grade reading was 76.3% compared with 24.9% statewide; the EVCA percent proficiency for fifth grade math was 34.3% compared with 20.4% for the state; and for 10th grade ELA, the EVCA percent proficiency was 88.2%, compared with 31.2% for the state. We strongly believe that a Classical Liberal Arts curriculum will also increase academic achievement for our students.  HoAc will ground education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools. These include: The Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute’s The Writing & Spelling Road to Reading & Thinking — a multi-sensory, brain-based approach for teaching “explicit” phonics, reading and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving.  In the high school, students will study all subjects — literature and language, rhetoric, math, history, government, the sciences, music and art—through sound, time proven methods. As in the lower grades, the curriculum will be rigorous. Students at all levels will be trained in Socratic Seminars to encourage intelligent, logical, and independent thinking while studying the great books, primary source documents, and fundamental texts for each discipline.  Additionally, Classical education holds that one becomes good only by practicing right behavior. Instruction in the virtues will be integrated throughout the curriculum and in all grade levels. The teaching of our Core Virtues will be interwoven throughout the curriculum at every grade level. Students will be exposed to great stories of self-command and self-sacrifice found in literature and history and engage in Socratic discussions about the moral virtues of the various heroes and heroines.  At HoAc, high academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced through the study of subjects in the classical tradition.  Several other unique innovations characterize HoAc. Students will study Spanish, Navajo, or another modern language beginning in Kindergarten. Students will also take 4 years of Latin, beginning in Sixth Grade. In 10th grade through 12th grade, students will study either Latin or a modern language. Additionally, we will operate generally on an 8 a.m. to 5 p.m. daily schedule to align with parent work schedules and to allow for an extended day to incorporate important extracurricular educational experiences that are missing from the current educational program in our area.  We believe a Classical Liberal Arts curriculum, in combination with an extended day and extracurricular experiences will yield positive results with our students, especially with the support and expertise of the Hillsdale Barney Charter School Initiative.  The founders of HoAc are Rachel Mason, Patrick Mason, and Arita Yazzie. Additional proposed board members include Jeremy Boucher and Erin Montano. Qualifications and experience are detailed below.  **Founders:**  **Patrick Mason:**  Patrick T. Mason is a partner at the law firm of Mason & Isaacson, P.A., and is nationally recognized for his work in Federal Indian law and tribal courts. Patrick graduated from Thomas Aquinas College in 2003 with a Masters in Philosophy and Theology and a minor in Math and Science. Thomas Aquinas is a classical liberal arts college with a great books curriculum.  Patrick attended St. john University School of Law in New York City, NY, and transferred to UNM Law School for his final year. He graduated from UNM in 2006, and has been practicing law since. He is licensed in the jurisdictions of New Mexico, the Navajo Nation, New Mexico Federal Court, Colorado Federal Court, the 9th Circuit Court of Appeals, the 10th Circuit Court of Appeals, and the 11th Circuit Court. As well as *pro-hac vice* in Arizona Federal Court, Florida Federal Court and New Jersey Federal Court.  He is a father of two, with a third on the way, and is active in educational policies and non-profits in New Mexico. Patrick leads an active life of community service including: Past-President of the Gallup Serra Club; Current President of the Land of Enchantment Opera; Current President of the McKinley County Bar Attorneys’ Association; Current Treasurer of New Mexico Equal Access to Justice; Current Secretary of the Greater Gallup Economic Development Corporation; Current President of the Gallup McKinley County Chamber of Commerce; Current Board Member of Excellent Schools New Mexico; Current Member of the New Mexico Amigos; Current Advisor and Counselor to the Missionaries of Charity; Current Advisor and Counselor to the Little Sisters of the Poor; Current Advisor and Counselor to the Diocese of Gallup; and current Advisor and Counselor to the Navajo Nation.  **Rachel Mason:** Rachel Mason is a teacher who has taught in Gallup in both public and private settings. She has taught grades K-3 as well as advised on reading curriculum and instruction. Rachel has a bachelor’s degree in political science and foreign languages from Southern Methodist University and a master’s in Elementary Education from The University of New Mexico. She has spent time researching curriculum theory, specifically classical education and the use of phonics in an elementary reading program.  **Arita Yazzie:** Arita Has been employed with the Navajo Nation Office of the Attorney General/Department of Justice since November 1983; is a member of the Navajo Nation Bar Association (NNBA) and serves on the NNBA Disciplinary Committee.  Under the leadership of the Navajo Nation Office of the Attorney General/Department of Justice, she provides legal representation and assistance to the Navajo Nation Insurance Services Department programs (Risk Management, Workers’ Compensation, Employee Benefits, Safety Loss Control and Employee Assistance), Navajo Division of Public Safety (police, criminal investigations, internal affairs, fire and rescue services, emergency medical services and corrections), tribal enterprises, Chapters (110 political subdivisions of the Navajo Nation), and other Navajo departments, programs and employees in the defense of civil liability and workers’ compensation and employee benefits claims, etc.  Arita Also serves as the Federal Tort Claims Act Liaison for the Navajo Nation which requires working with both the United States Departments of the Interior and Health and Human Services, along with the Navajo Regional Solicitors and the U.S. Attorneys’ Offices in the States of Arizona, New Mexico and Utah.  **Additional Proposed Governing Council Members:**  **Erin Montano:** Erin Montano is a dentist in Gallup, NM, with a focus on pediatric dentistry at both of her locations, Dental Innovations and Gallup Children’s Dentistry.  She graduated Summa Cum Laude with a B.A. in Studio Art and Biology from St. Louis University, and received her D.D.S. degree from University of Missouri- Kansas City School of Dentistry.  In addition to her professional career, Erin currently sits on the board for the Early Childhood Center of Gallup as well as the board for the New Mexico Dental Association Foundation.  She also enjoys being able to continue her love for art at home in her studio as well as through art lessons she gives to children in Gallup.  **Jeremy Boucher:** Jeremy Boucher is the Deputy Director of the Southwest Indian Foundation Project office. He directs a construction program in partnership with Navajo Housing Authority which provides homes to needy families in the Navajo Nation. In addition to 8 years of Non Profit and construction management, he brings in depth experience with administering large government grants, including budgeting, procurement, and compliance.  His interest and experience in education go back to his days at Thomas Aquinas College where he  studied science, math, philosophy, and theology, and gained a love of knowledge for its own sake. He  graduated with a Bachelor’s degree in Liberal Arts in 2003. During his early years with the Southwest  Indian Foundation he also directed educational art programs and worked closely with local art teachers and artists to provide extracurricular programs through his position as the Director of the Gallup Cultural Center.  He lives in Gallup with his wife and seven children and is an active member of the community. He is a  founding member, and currently serves on the board of directors of the Land of Enchantment Opera.  He also teaches classes and directs the men’s schola at Sacred Heart Cathedral. |